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ABSTRACT

This document is part 1 of the workbook for grade 1 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. One hundred five performance objectives are included in this part of the grade 1 workbook, designed to develop relationships, number concepts, measurement ideas, and addition and subtraction skills. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

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A Cyclical Mathematics Curriculum

Workbook Part I

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

03-2001-20

SE 045 507

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FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
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ACKNOWLEDGMENTS - 1984

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

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Overall supervision of curriculum in addressing those students with special needs was coordinated by Edward M. Sermier, Chief Administrator, Division of Special Education.

Gloria Cole, Director of Office of Program Development; Lorelle Lawson, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

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To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.01.01.01	Distinguish between up and down.....	2a
1.01.01.02	Distinguish between above and below.....	2b
1.01.01.03	Distinguish among in, on and off.....	2c
1.01.01.04	Distinguish between over and under.....	2d
1.01.01.05	Distinguish between top and bottom.....	2e
1.01.01.06	Distinguish between inside and outside.....	2f
1.10.01.01	Name and sequence the seasons of the year.....	3a
1.10.01.02	Name the holidays as they occur.....	3b
1.10.01.03	Name the current season, the season that came before and the season that will soon follow..	3c
1.10.02.01	Name and sequence the days of the week.....	4a
1.10.02.02	Identify what yesterday was, what today is, and what tomorrow will be.....	4b
1.10.02.04	Solve story problems related to the skills learned in this module.....	4c
1.01.02.01	Distinguish between in front of and behind.....	6a
1.01.02.02	Distinguish among before, after, between and next to.....	6b
1.01.02.03	Distinguish between left and right.....	6c
1.01.02.04	Distinguish among first, middle, and last.....	6d
1.01.03.01	Distinguish between same and different.....	8a
1.01.03.02	Distinguish among the concepts of large, larger, and largest.....	8b
1.01.03.03	Distinguish among the concepts of small, smaller, and smallest.....	8c
1.01.03.04	Distinguish between likenesses and differences.	8d
1.01.03.05	Solve oral story problems using the skills learned in this module.....	8e
1.01.04.01	Pair objects from unlike sets by means of a one-to-one correspondence without counting...	9a

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.01.04.02	Group objects from unlike sets by means of a two-to-one correspondence without counting...	9b
1.01.04.03	Group objects from unlike sets by means of a many-to-one correspondence without counting..	9c
1.01.05.01	Identify a set as a collection or group of objects.....	10a
1.01.05.02	Identify the members of a set determined by a specific characteristic.....	10b
1.01.05.03	Identify the empty set.....	10c
1.01.06.01	Compare groups (sets, bunches, lots, heaps, piles) of 1 through 5 objects by matching and showing which have the same number of objects	12a
1.01.06.02	Compare groups of 1 through 5 objects by matching and showing which have more objects when given two groups of objects.....	12b
1.01.06.03	Compare groups of 1 through 5 objects by matching and showing which have fewer objects, when given two groups of objects....	12c
1.01.06.04	Compare groups of 1 through 5 objects by matching and showing "more" and "fewer" when given two groups of objects.....	12d
1.01.07.01	Distinguish between all and none.....	14a
1.01.07.02	Distinguish between most and least.....	14b
1.01.07.03	Decide whether the groups (sets, lots, bunches, heaps, piles) have the same number of objects (as many as).....	14c
1.01.07.04	Distinguish between more than and less than....	14d
1.01.07.05	Distinguish between not enough and extra.....	14e
1.01.08.01	Associate the numerals 1 through 5 with a group (set, lot, bunch, heap, pile) having one through five objects.....	16a
1.01.08.02	Recognize and identify the symbols "1" through "5" as numerals for the numbers one through five.....	16b
1.01.08.03	Recite the numerals 1 through 5 in correct counting order.....	16c

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.01.08.04	Write the numerals 1 through 5.....	16d
1.01.08.05	Identify the number of objects in a given group of 1 through 5.....	16e
1.01.08.06	Associate the number words "one" through "five" with the numerals 1 through 5 and with groups having one through five objects.....	16f
1.01.08.07	Locate where you can find the numerals 1 through 5 in the home, school and/or neighborhood.....	16g
1.09.01.01	Use attributes to classify objects by size, shape, or color.....	17a
1.09.01.02	Identify different patterns with one variable attribute by size, shape or color.....	17b
1.09.02.01	Observe the likenesses and differences of shapes in the environment.....	18a
1.09.02.02	Discover some properties of 2-dimensional shapes (circles, squares, rectangles, and triangles).....	18b
1.09.02.03	Discover some properties of 3-dimensional shapes (cubes, rectangular prisms, spheres, cylinders and pyramids).....	18c
1.10.03.01	Measure length using non-standard units.....	19a
1.10.04.01	Measure weight using non-standard units.....	20a
1.12.01.01	Collect, organize and graph data relating to preference using two categories at a time....	21a
1.12.01.02	Read and interpret the information given in a graph using more than two categories.....	21b
1.12.02.03	Use information on a graph to answer questions involving more or less.....	21c
1.10.05.01	Distinguish and compare objects using the terms short/tall and short/long.....	22a
1.10.05.02	Distinguish and compare objects using the terms long, longer, and longest; short, shorter, and shortest and tall, taller, and tallest...	22b
1.10.05.03	Distinguish and compare objects using the terms wide, wider, and widest and narrow, narrower, and narrowest.....	22c

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.10.06.01	Compare capacity of various size containers....	23a
1.10.06.02	Estimate the capacity of various size containers.....	23b
1.10.07.01	Identify and recognize that one nickel is equivalent to the value of five pennies.....	24a
1.10.07.02	Solve story problems related to skills learned in this module.....	24b
1.10.08.01	Define and compare full, half full, and empty..	25a
1.10.08.02	Recognize a liter.....	25b
1.10.09.01	Read a thermometer using non-numerical expressions.....	26a
1.10.09.02	Identify the degrees for the freezing point (32°F) and the boiling point (212°F) of water on a Fahrenheit thermometer.....	26b
1.10.10.01	Identify the degrees for the freezing point (0°C) and the boiling point (100°C) of water on a Celsius thermometer.....	27a
1.13.01.01	Fill in the missing part of a picture.....	28a,b
1.13.01.02	Make drawings to represent objects in a picture	28c,d
1.13.02.01	Identify numerical information within a picture	29a
1.13.02.02	Distinguish between a fact and a question.....	29b
1.13.02.03	Develop questions based upon information obtained from a picture.....	29c
1.13.03.01	Collect and record data on a table.....	30a
1.13.03.02	Develop questions based upon information obtained from a table.....	30b
1.02.01.01	Recognize that addition is the union of groups.	31a
1.02.01.02	Recognize that when two groups of objects are added together the resulting group is greater than either of the two original groups.....	31a
1.02.01.03	Identify the plus (+) symbol.....	31b
1.02.01.04	Identify the equal (=) symbol.....	31c

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.02.01.05	Identify both the plus (+) and the equal (=) symbols, using a horizontal format.....	31d
1.01.09.01	Identify and associate the numerals 6 through 9 with a group (set, lot, bunch, heap, pile) having six through nine objects.....	32a
1.01.09.02	Associate the number words six through nine with the numerals 6 through 9 and with groups having six through nine objects.....	32b
1.01.09.03	Locate where you can find the numerals 6 through 9 in the home, school and/or neighborhood.....	32c
1.01.10.01	Identify and order the numerals and number words from 1 through 9.....	33a
1.01.10.02	Identify the numeral that comes one after a given numeral (1 through 9).....	33b
1.01.10.03	Identify the numeral that comes one before a given numeral (1 through 9).....	33c
1.01.10.04	Identify the counting number that comes between two given counting numbers.....	33d
1.02.02.01	Identify a frame as a place for writing a missing numeral in a number sentence.....	34a
1.02.02.02	Write the plus (+) symbol in number sentences using vertical format.....	34b
1.02.02.03	Write the plus (+) symbol and the equal (=) symbol in number sentences, using both vertical and horizontal formats.....	34c
1.02.03.01	Add two numbers having sums of 2 through 5, in both vertical and horizontal formats.....	35a
1.02.03.02	Identify the commutative property in addition with sums through 5.....	35b
1.02.03.03	Write addition facts for sums through five, in both vertical and horizontal formats.....	35c
1.03.01.01	Recognize that subtraction is the removal of members from a group.....	36a
1.03.01.02	Recognize that when a member is subtracted from a group, the resulting group is smaller than the original group.....	36b

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.03.02.01	Identify and write the minus (-) symbol.....	37a
1.03.02.02	Distinguish between the plus (+) and minus (-) symbols.....	37b
1.03.02.03	Demonstrate that subtract, minus and take-away are synonymous.....	37c
1.03.02.04	Identify the minus (-) symbol in a number sentence using both vertical and horizontal formats.....	37d
1.03.02.05	Write the minus (-) symbol in a number sentence, using both vertical and horizontal formats.....	37e
1.03.03.01	Subtract numbers to obtain differences from 0 through 5, in both horizontal and vertical formats.....	38a
1.03.03.02	Write a subtraction sentence using both the horizontal and vertical formats for minuends through 5.....	38b
1.03.04.01	Identify related addition and subtraction facts through five.....	39a
1.03.04.02	Choose operation symbols for facts having sums and differences through 5.....	39b
1.10.11.01	Identify the hour hand (short hand) and minute hand (long hand) of the clock.....	40a
1.10.11.02	Read time on a standard and digital clock on the hour (o'clock).....	40b
1.13.04.01	Solve story problems through dramatization.....	41a
1.13.04.02	Solve story problems using a number line.....	41b

P.O. 1.01.01.01

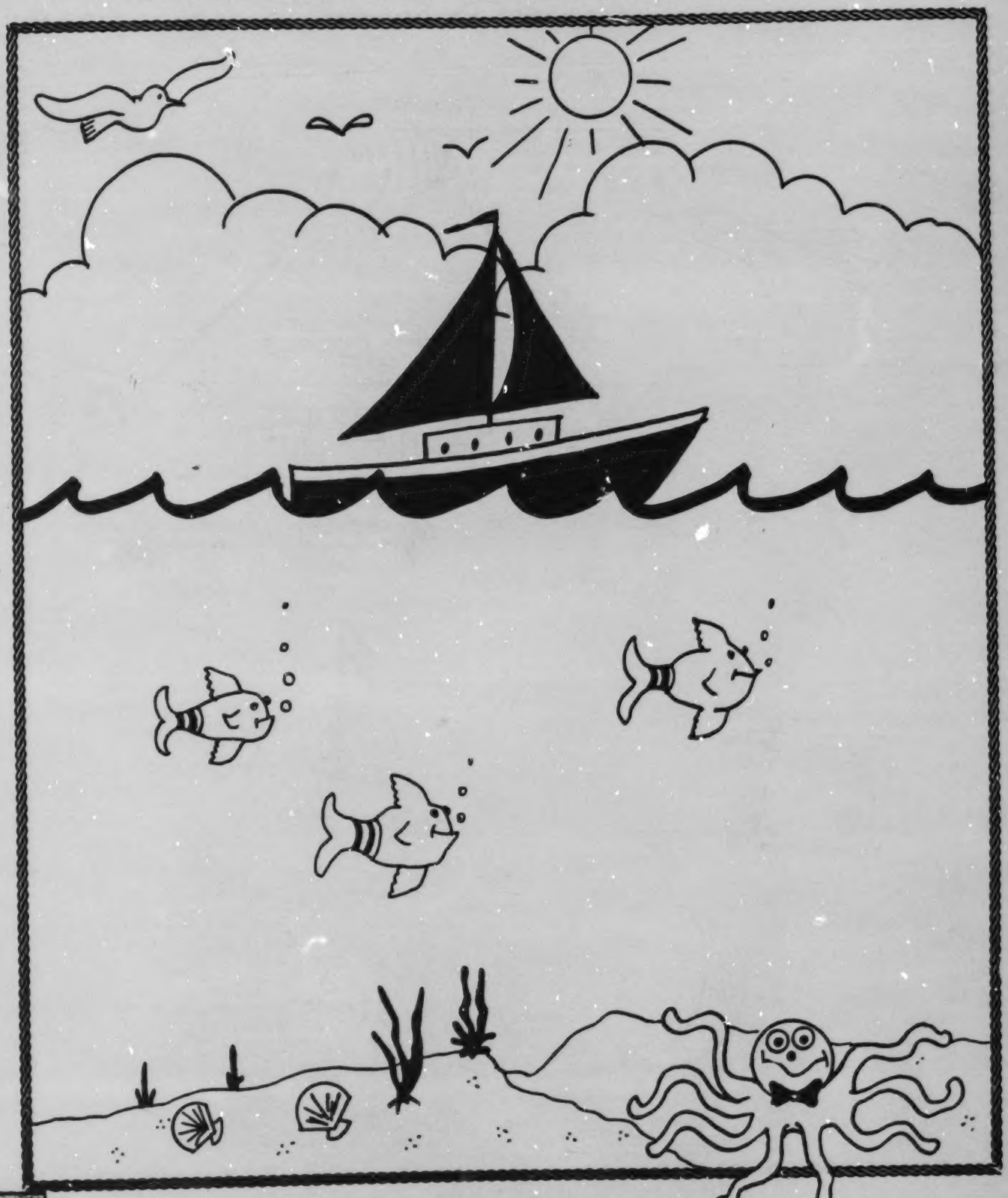
NAME:_____CLASS:_____DATE:_____

Color the objects which can be found up in the sky.

P.O. 1.01.01.02

NAME: _____ CLASS: _____ DATE: _____

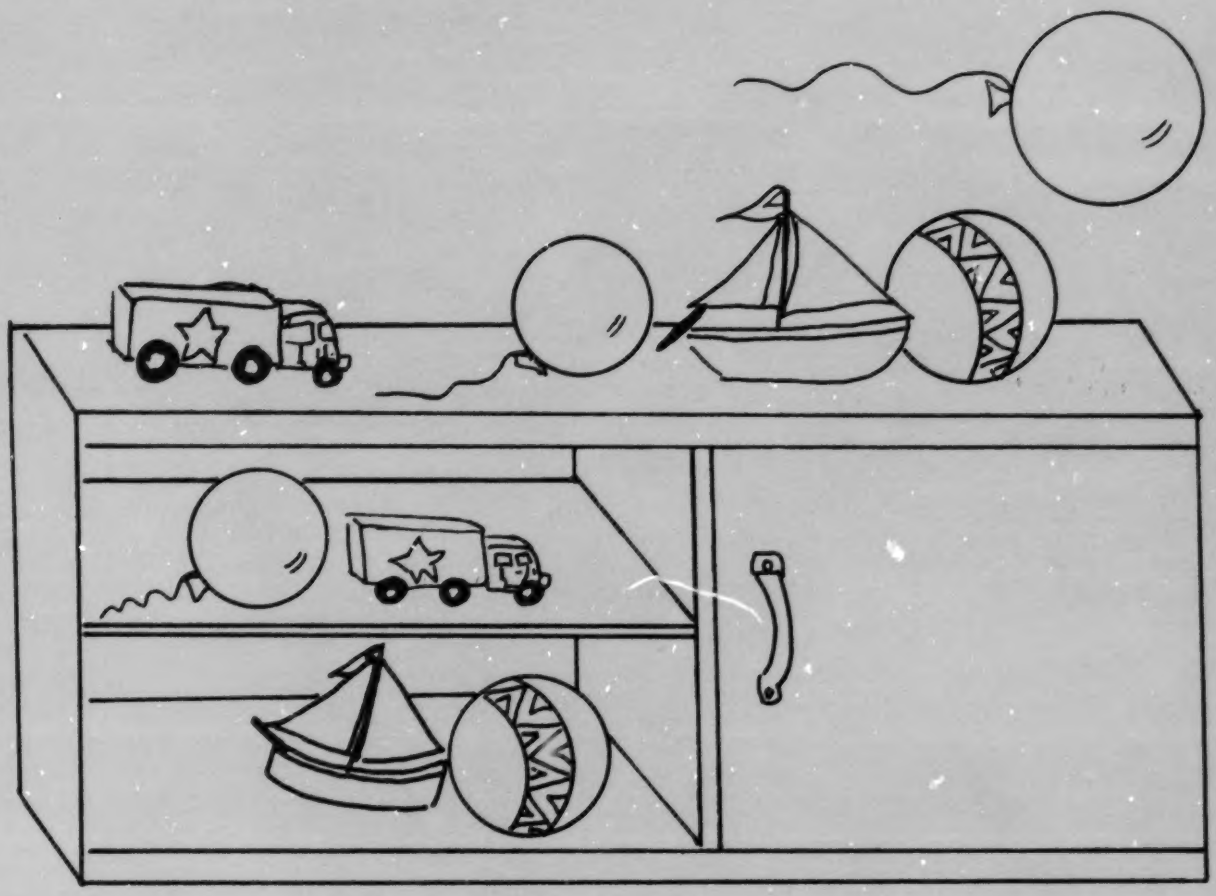
Color the pictures above the boat yellow and blue.
Color the pictures below the boat green and red.



P.O. 1.01.01.03

NAME: _____ CLASS: _____ DATE: _____

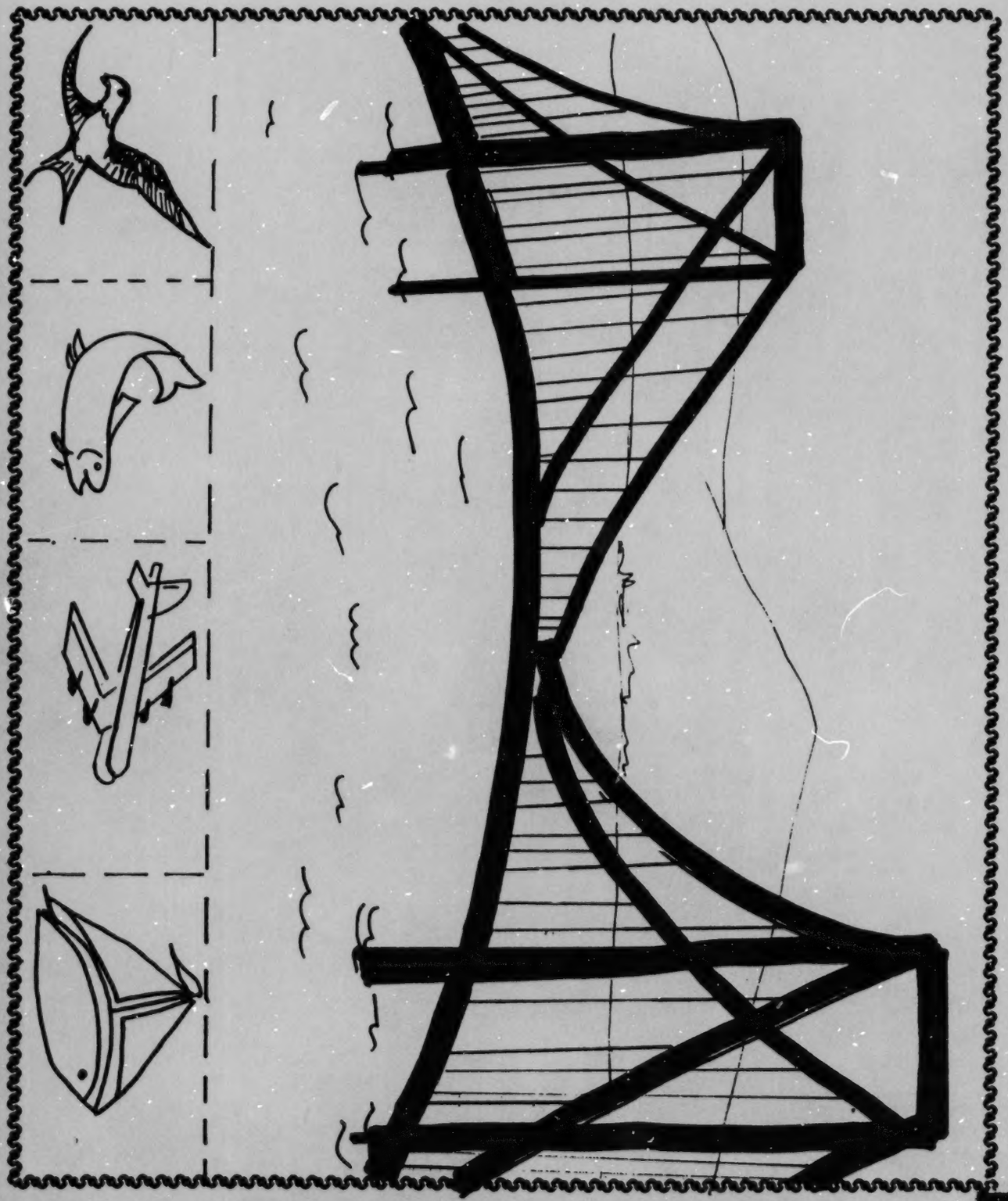
Color the objects on the top of the chest green.
Color the objects in the chest red.
Color the objects off the chest blue.



2D P.C. 1.01.01.04

NAME: _____ CLASS: _____ DATE: _____

Cut out the pictures. Paste them where they belong.

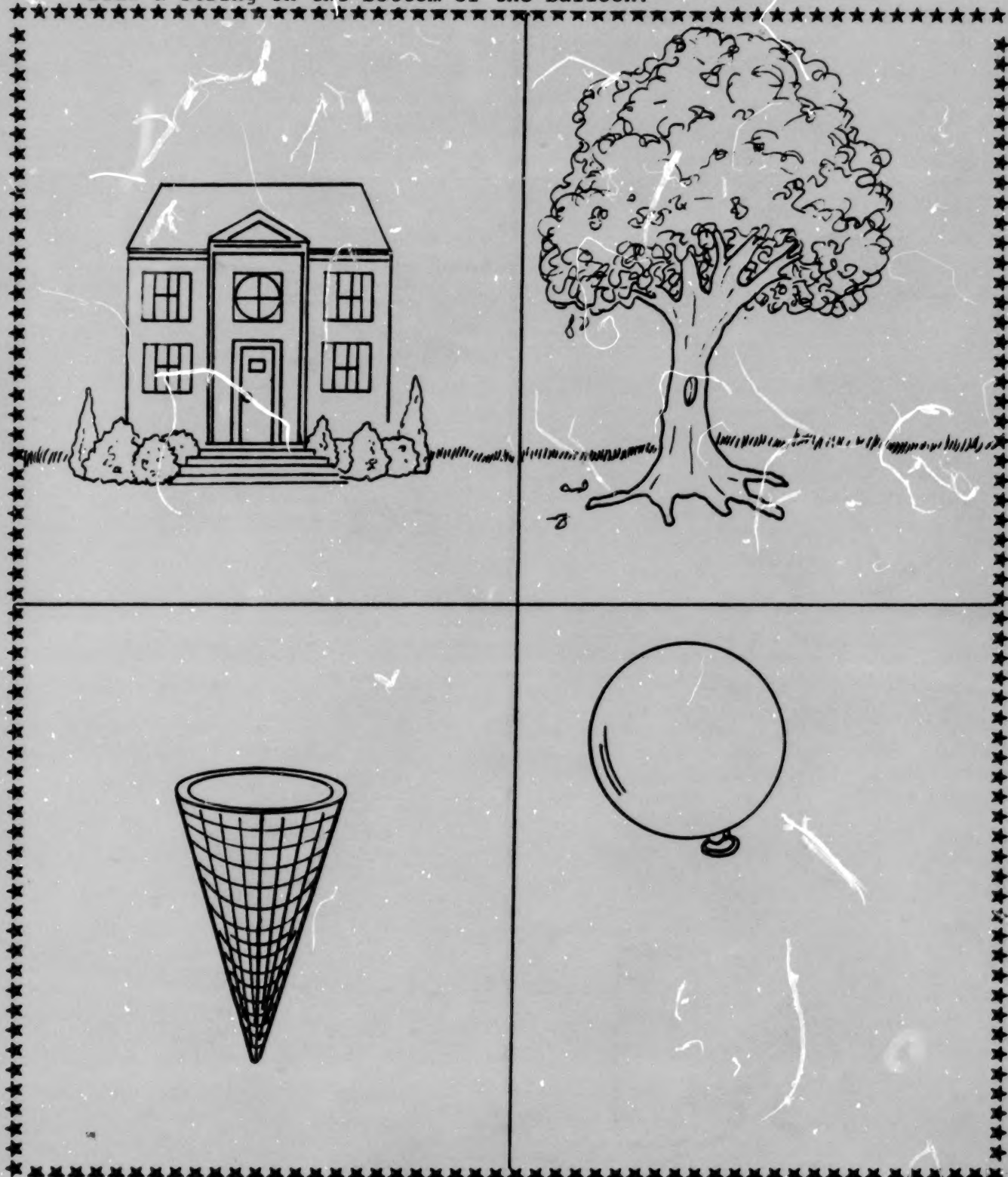


21

P.O. 1.01.01.05

NAME: _____ CLASS: _____ DATE: _____

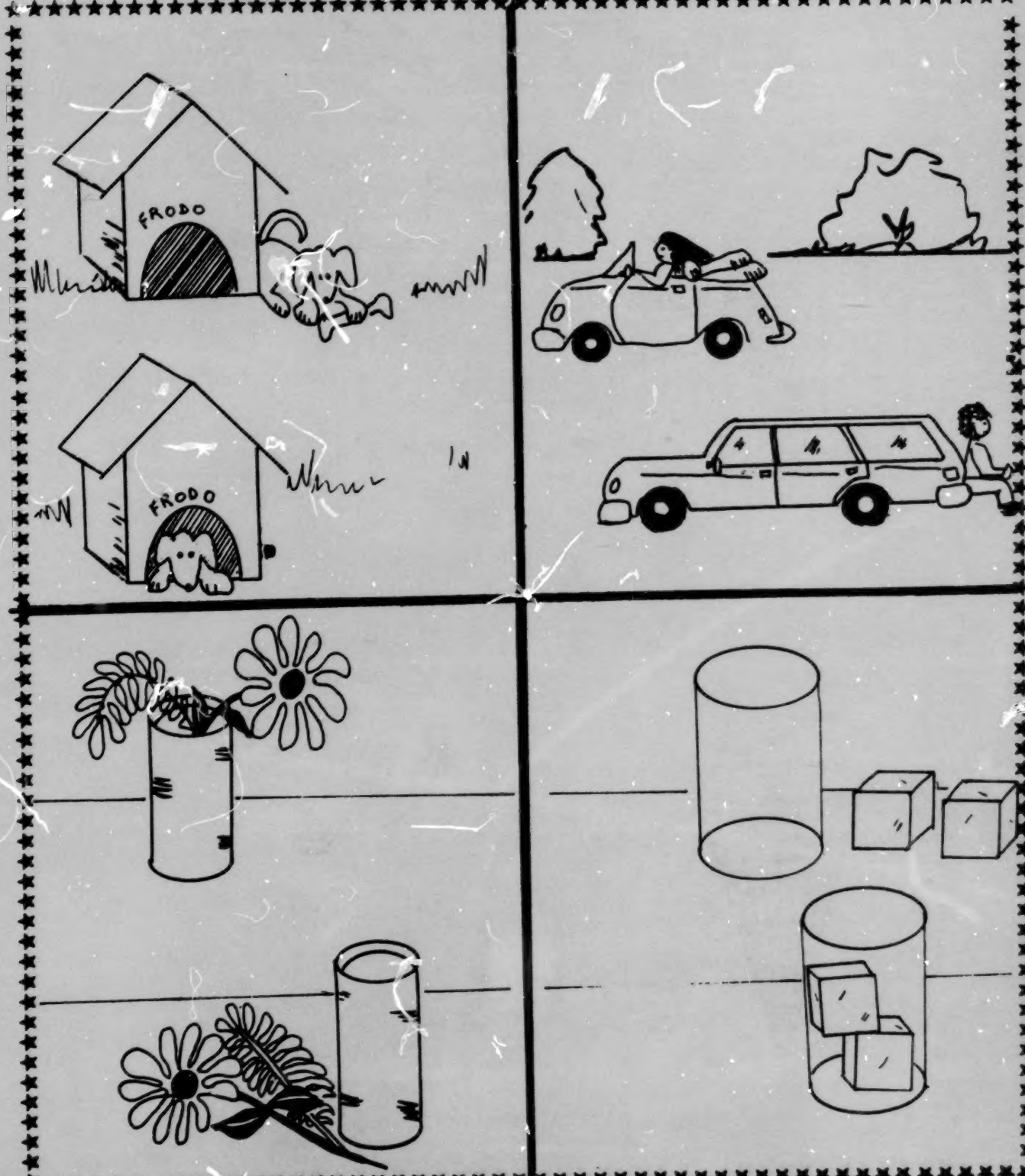
Draw a chimney on top of the house.
Draw a flower at the bottom of the tree.
Draw a scoop of ice cream on top of the cone.
Draw a string on the bottom of the balloon.



P.O. 1.01.01.06

NAME: _____ CLASS: _____ DATE: _____

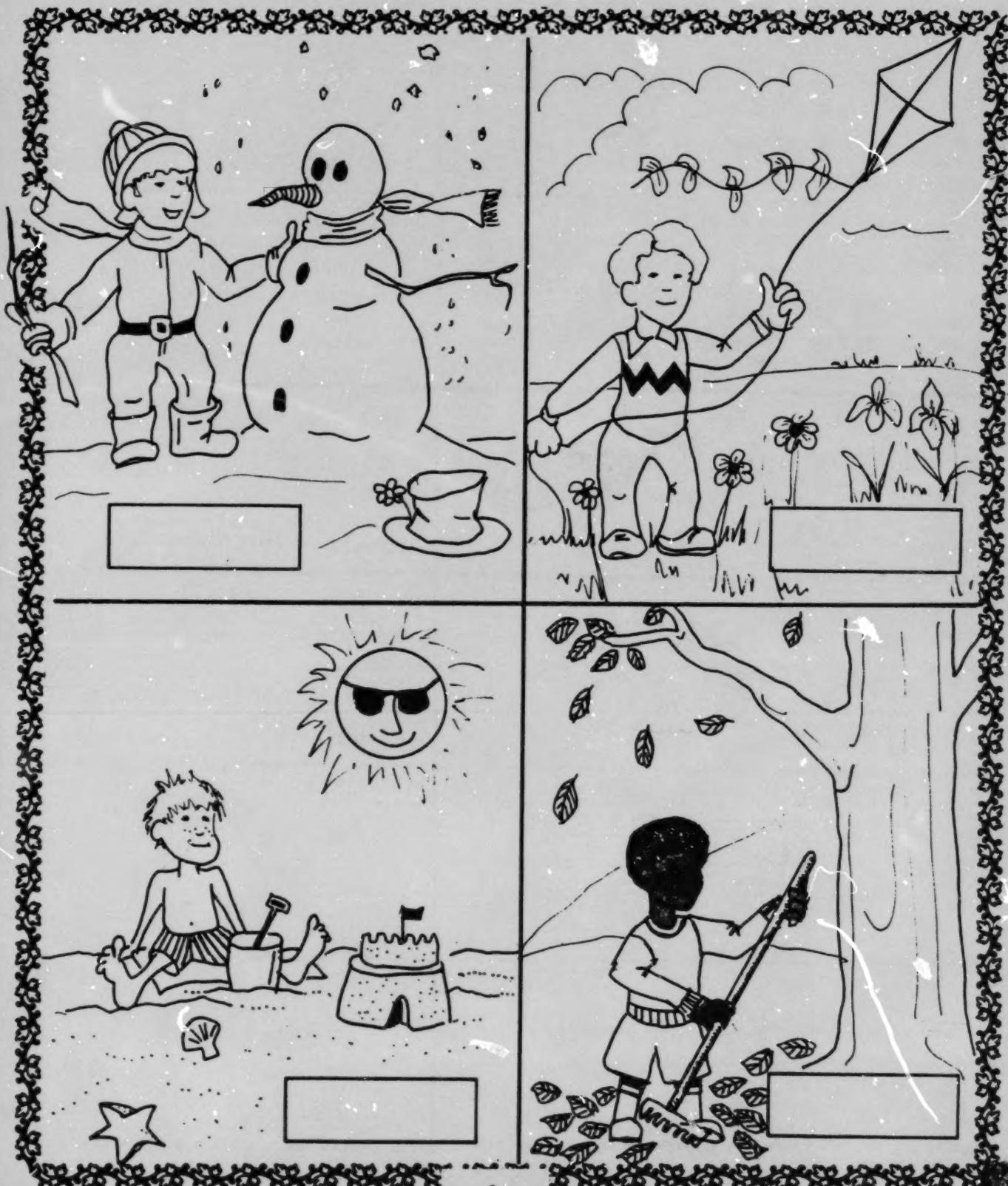
Draw a ring around the pictures which show something inside.



P.O. 1.10.01.01

NAME:_____ CLASS:_____ DATE:_____

Write the name of the season that each picture shows.



P.O. 1.10.01.02

NAME: _____ CLASS: _____ DATE: _____

Match the picture to the holiday it represents.

	Columbus Day
	Flag Day
	George Washington's Birthday
	Valentine's Day
	Halloween
	Thanksgiving

P.O. 1.10.01.03

NAME: _____ CLASS: _____ DATE: _____

Fill in the blanks with the correct season.

Winter, Spring, Summer, Fall

It was winter.

It is spring.

It will be summer.

It was _____.

It is winter.

It will be _____.

It was _____.

It is summer.

It will be _____.

It was _____.

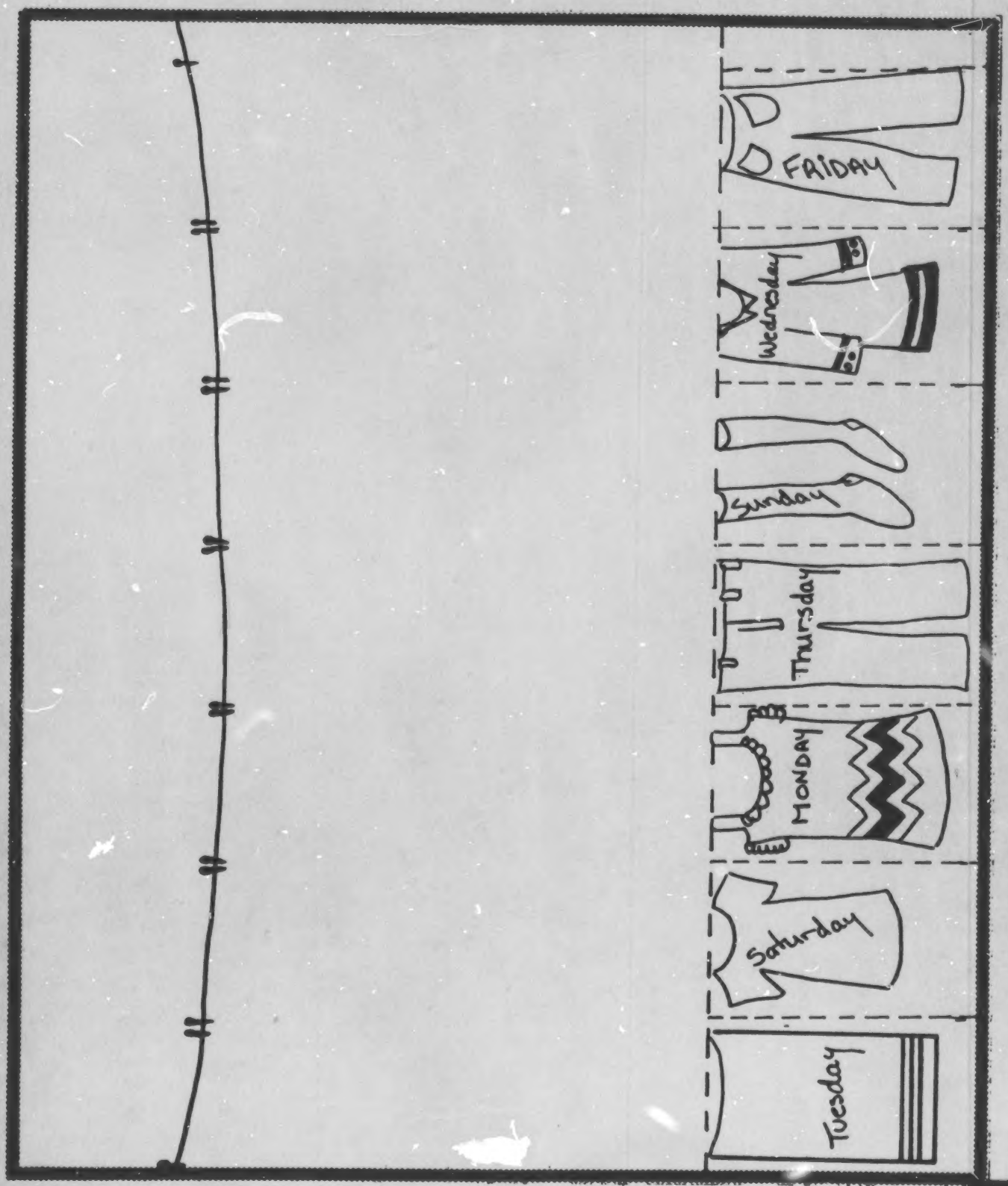
It is fall

It will be _____.

P.O. 1.10.02.01

NAME: _____ CLASS: _____ DATE: _____

Cut out the week's wash clothes. Paste the clothes on the line in the order that they were washed.



P.O. 1.10.02.02

NAME: _____ CLASS: _____ DATE: _____

Circle the correct answer.

Today is _____.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

Yesterday was _____.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

Tomorrow will be _____.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

P.O. 1.10.02.04

NAME: _____ CLASS: _____ DATE: _____

Circle the correct answer.

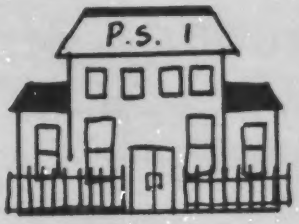
Today is Friday.
Tomorrow we do not go to school.
Tomorrow is _____.

Monday Saturday Thursday

Today is Sunday.
We went to the zoo.
Tomorrow is _____.
We will go to school.

Tuesday Saturday Monday

Today is Saturday.
All I do is play.
Yesterday was _____.
In school I did stay.

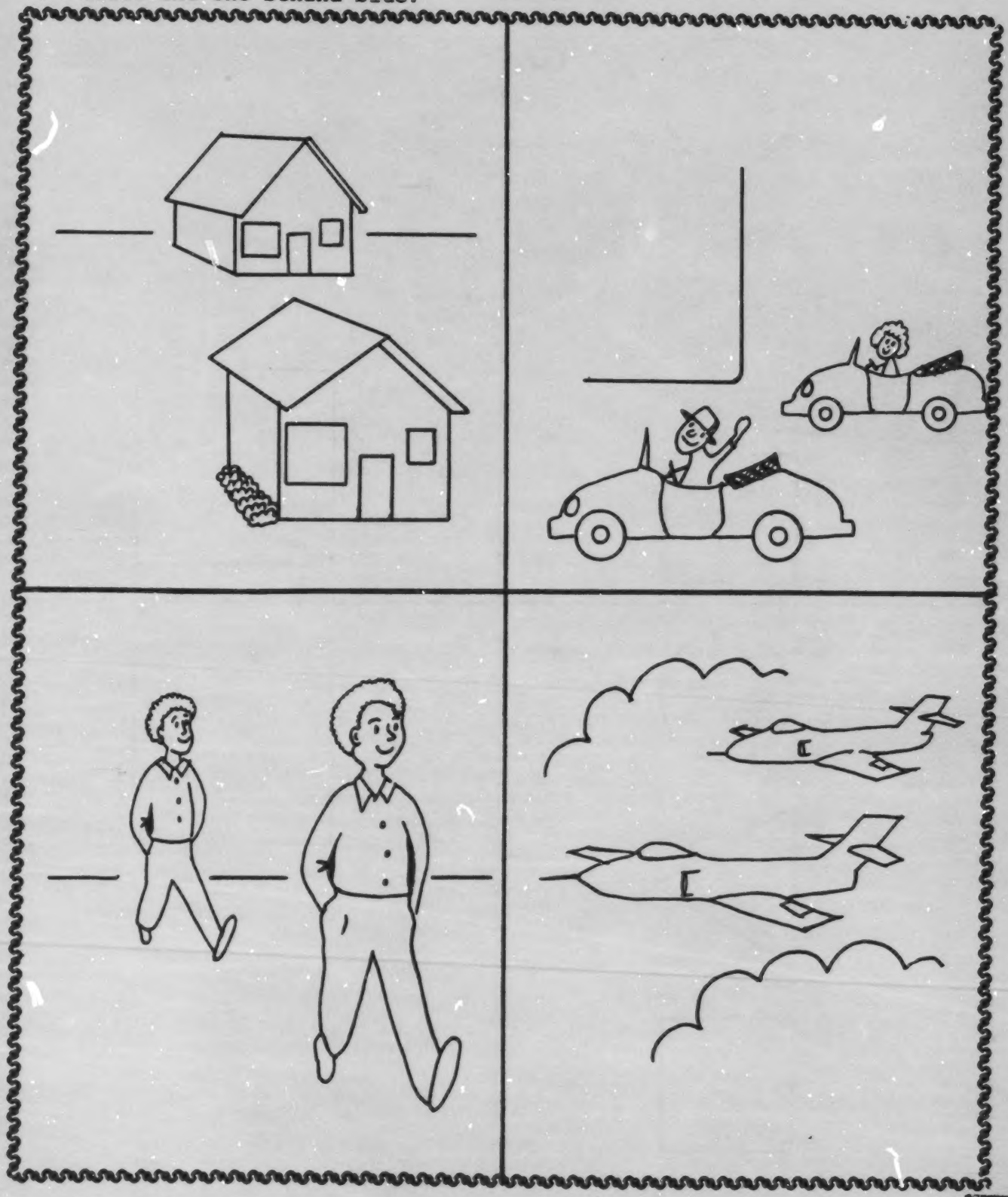


Monday Friday Sunday

P.O. 1.01.02.01

NAME: _____ CLASS: _____ DATE: _____

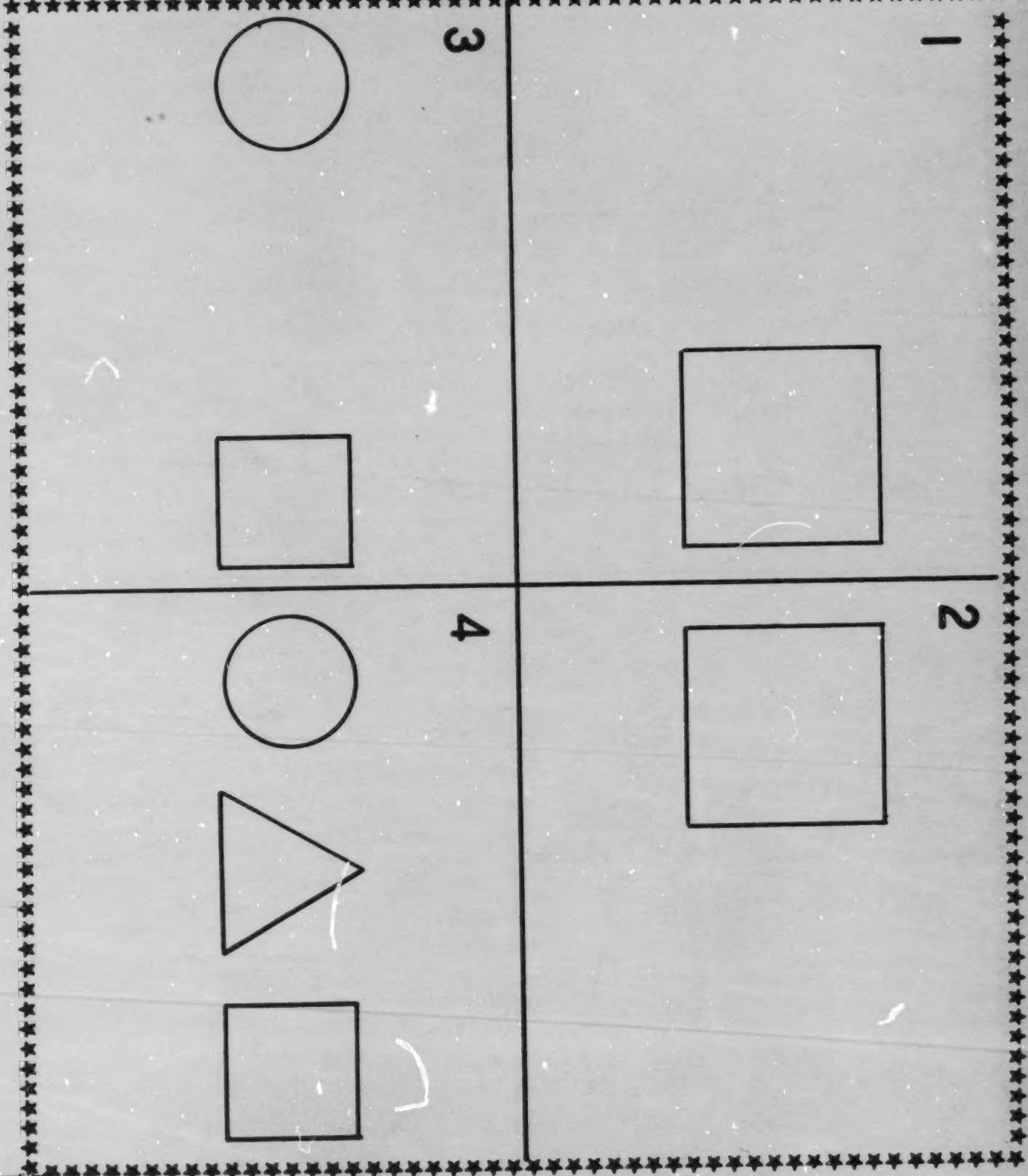
Color the one in front red.
Color the one behind blue.



P.O. 1.01.02.02

NAME: _____ CLASS: _____ DATE: _____

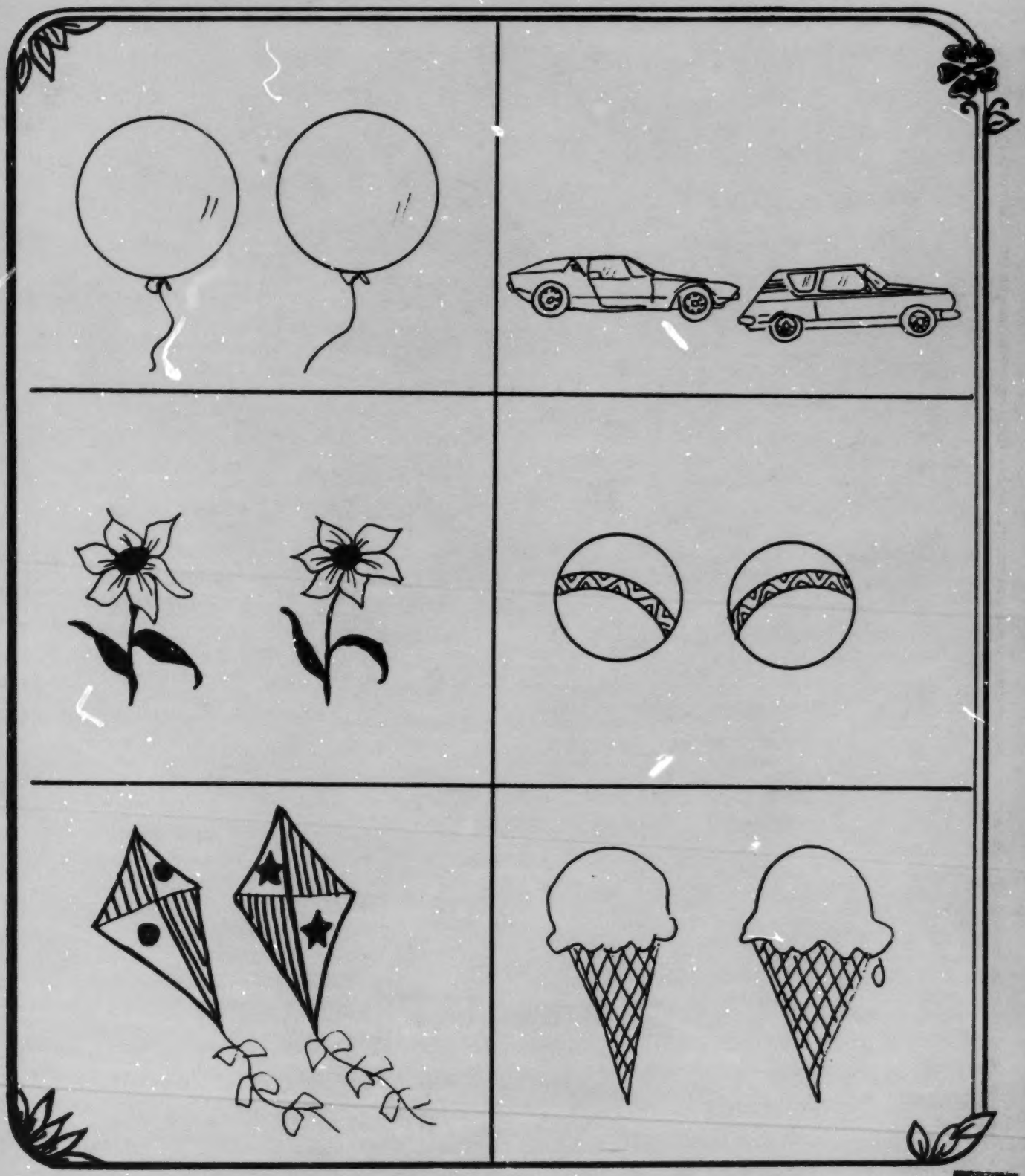
1. Draw a circle before the square. 2. Draw a circle after the square.
3. Draw a triangle between the circle and the square.
4. Color the shape next to the circle.



P.O. 1.01.02.03

NAME: _____ CLASS: _____ DATE: _____

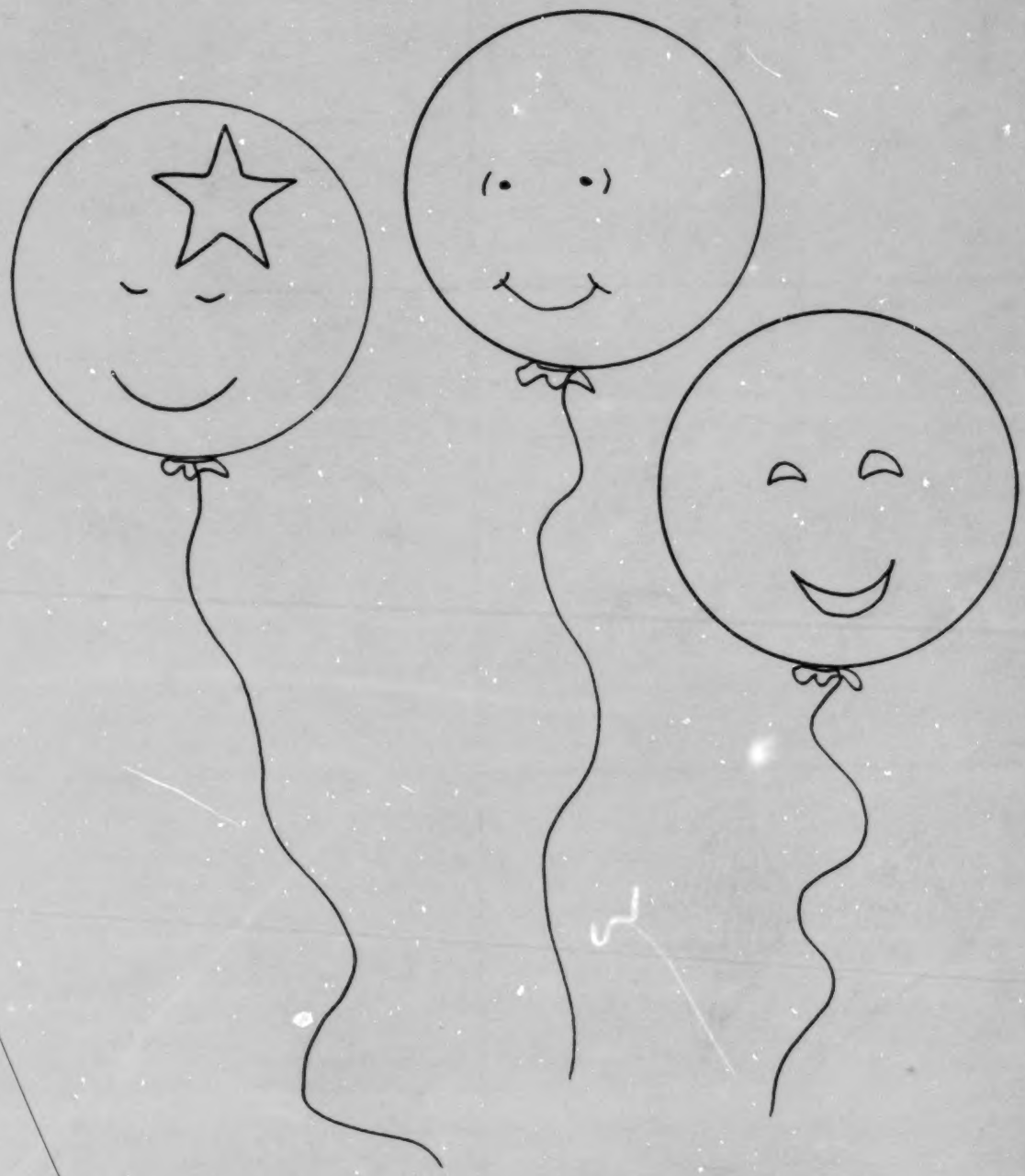
Put an X on the object on the left.
Color the object on the right.



P.O. 1.01.02.04

NAME:_____ CLASS:_____ DATE:_____

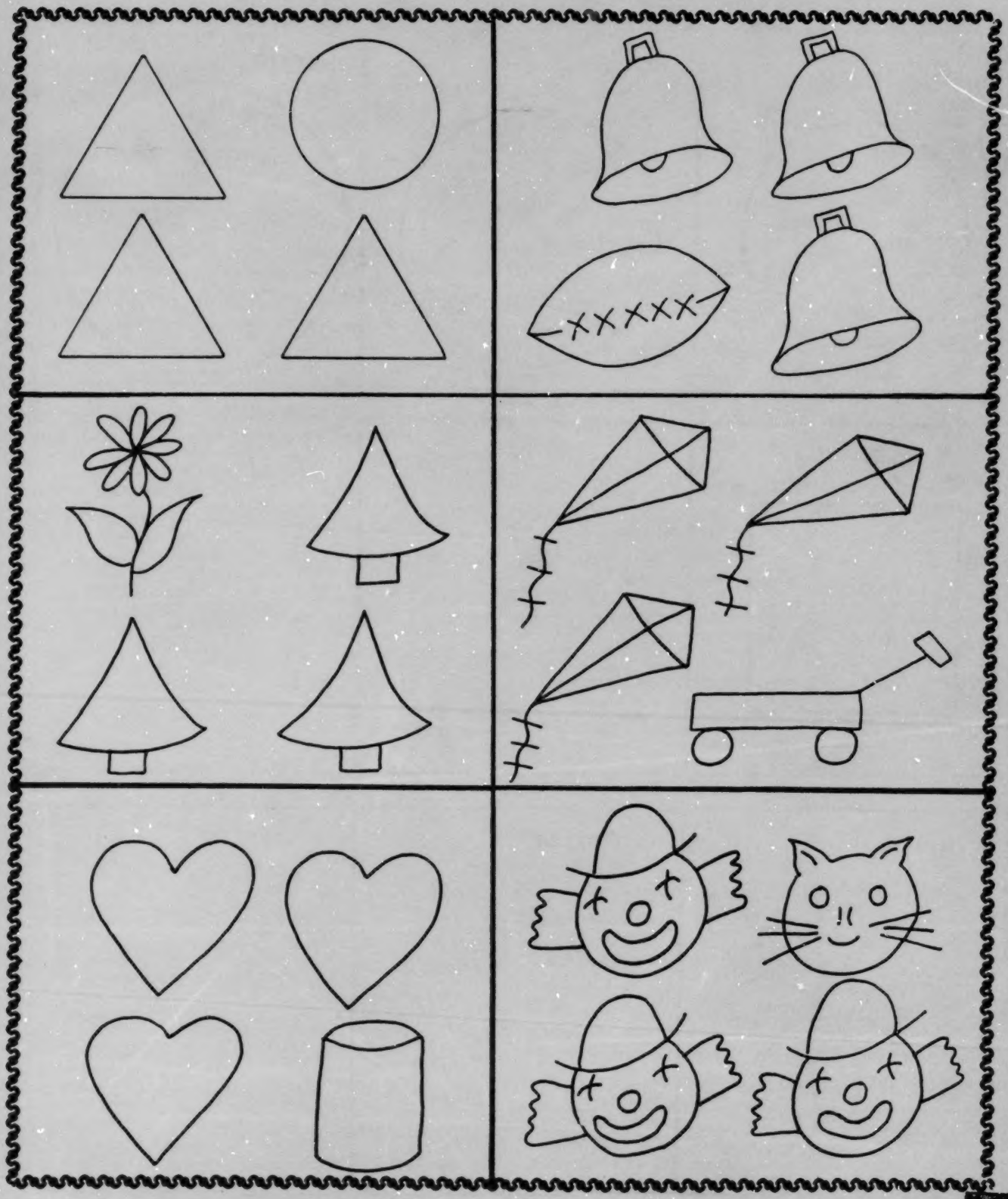
Start at the star. Color the first balloon blue. Color the middle balloon yellow. Color the last balloon green.



P.O. 1.01.03.01

NAME: _____ CLASS: _____ DATE: _____

Put an X on the object which is different from the others.



P.O. 1.01.03.02

NAME: _____ CLASS: _____ DATE: _____

Read the words. Draw pictures of the correct size.

large	larger	largest
large	larger	largest
large	larger	largest

P.O. 1.01.03.03

NAME: _____ CLASS: _____ DATE: _____

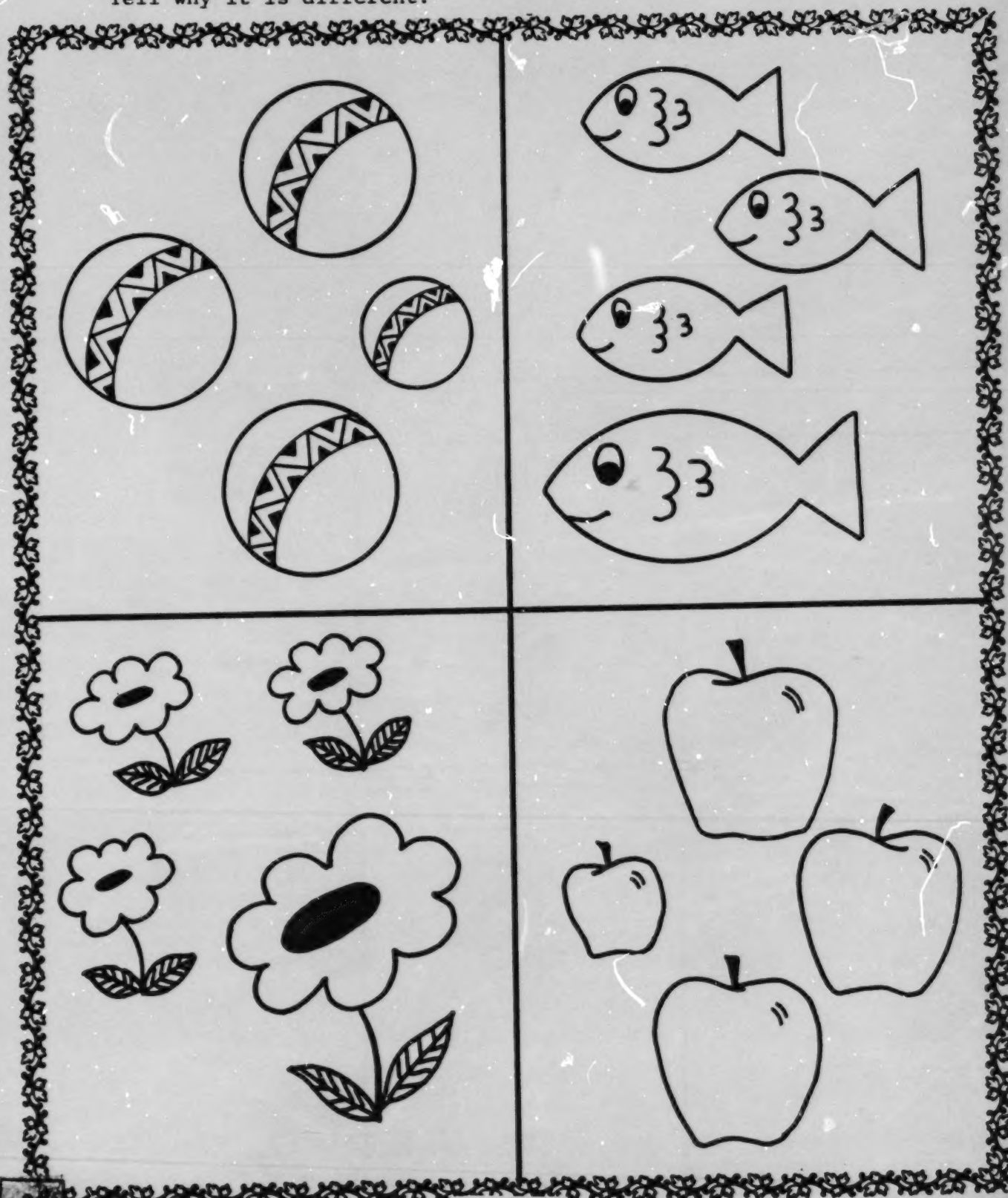
Read the words in each box.
Make flowers. Make hats.

small	smaller	smallest
small	smaller	smallest
small	smaller	smallest

P.O. 1.01.03.04

NAME: _____ CLASS: _____ DATE: _____

Put an X on the object which is different.
Tell why it is different.



P.O. 1.01.03.05

NAME: _____ CLASS: _____ DATE: _____

Circle the correct answer.

Which belongs to Father?

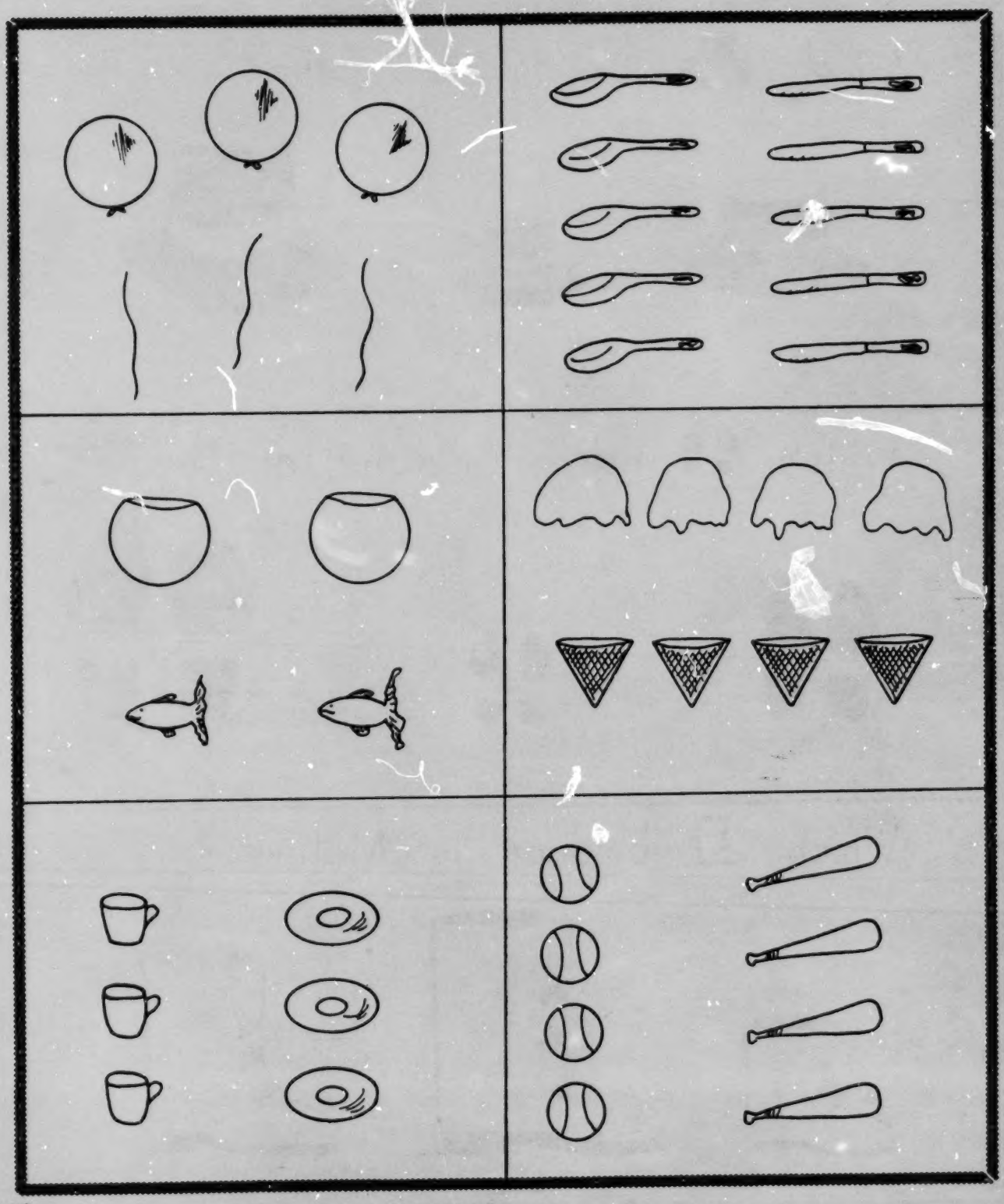
Which belong to a little boy?

Which belongs to Mother?

P.O. 1.01.04.01

NAME: _____ CLASS: _____ DATE: _____

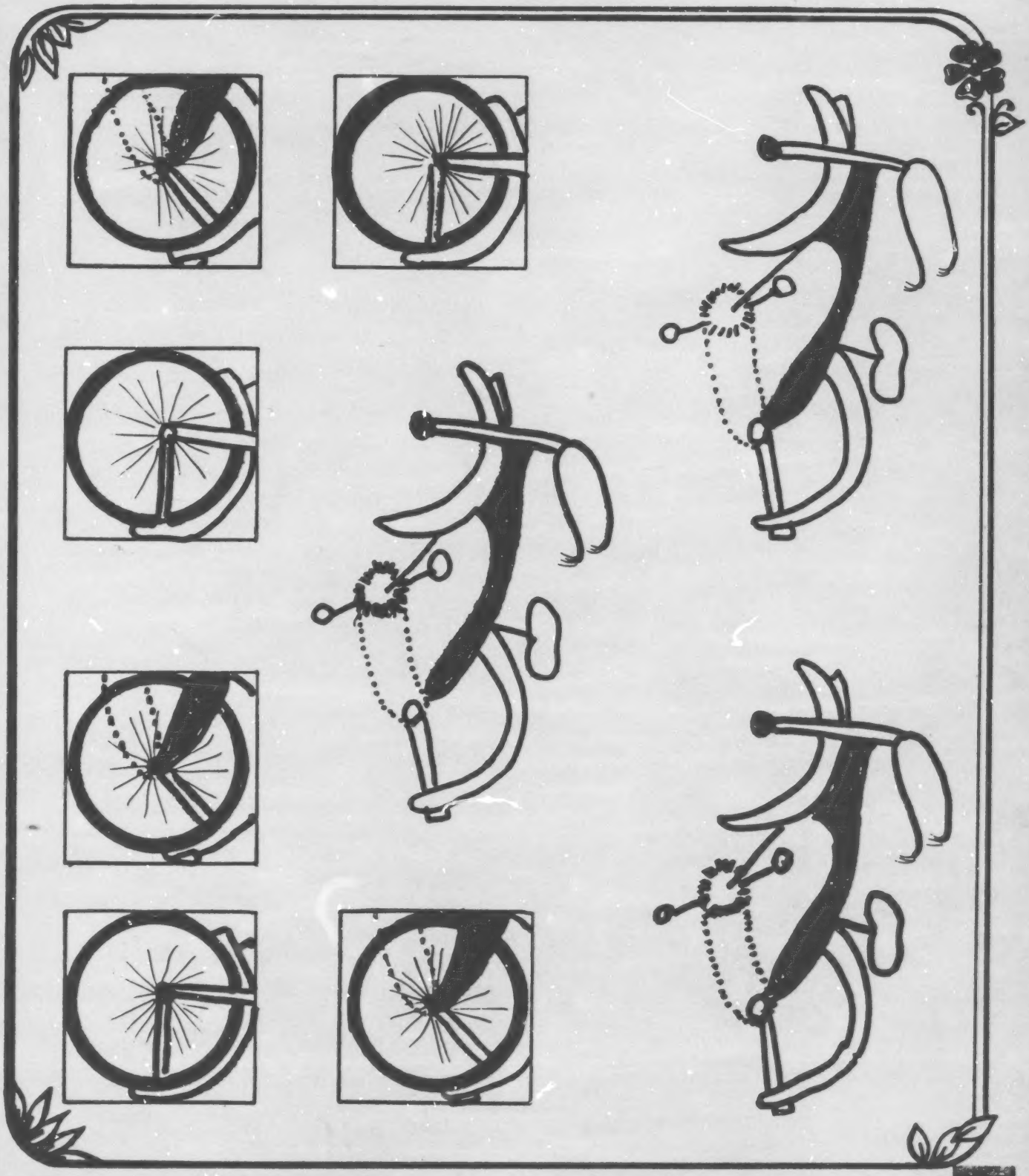
Draw a line to match sets.



P.O. 1.01.04.02

NAME: _____ CLASS: _____ DATE: _____

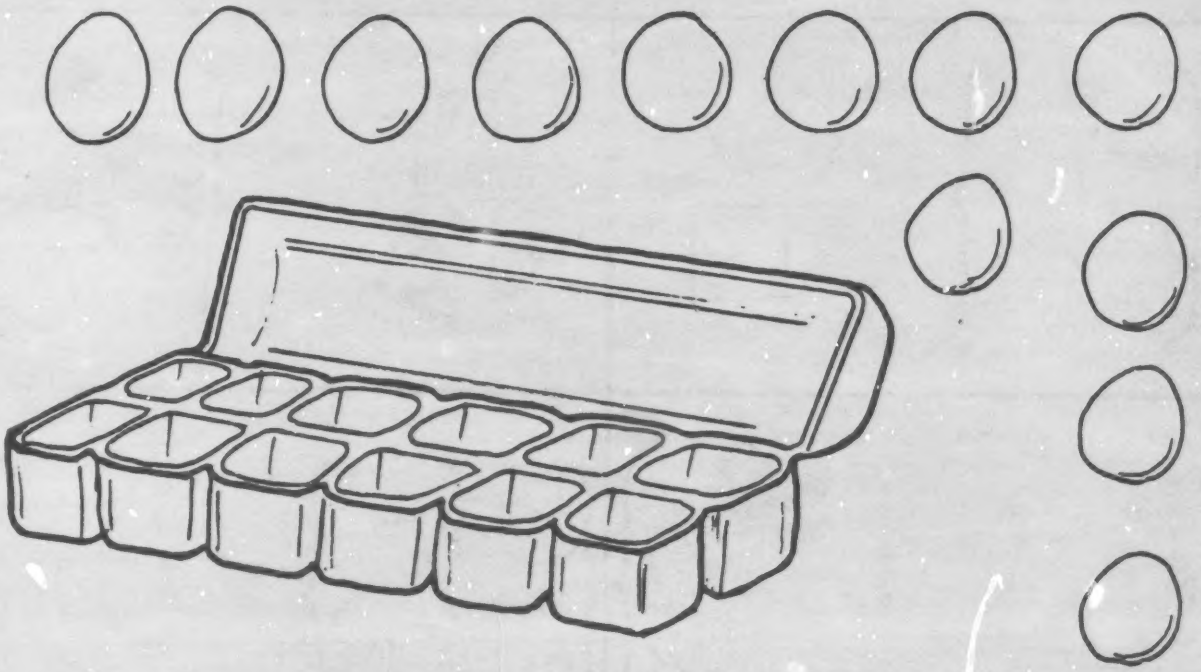
Paste 2 wheels on each bicycle.



P.O. 1.01.04.03

NAME: _____ CLASS: _____ DATE: _____

Match the buttons to the shirt.
Match the eggs to the carton.



P.O. 1.01.05.01

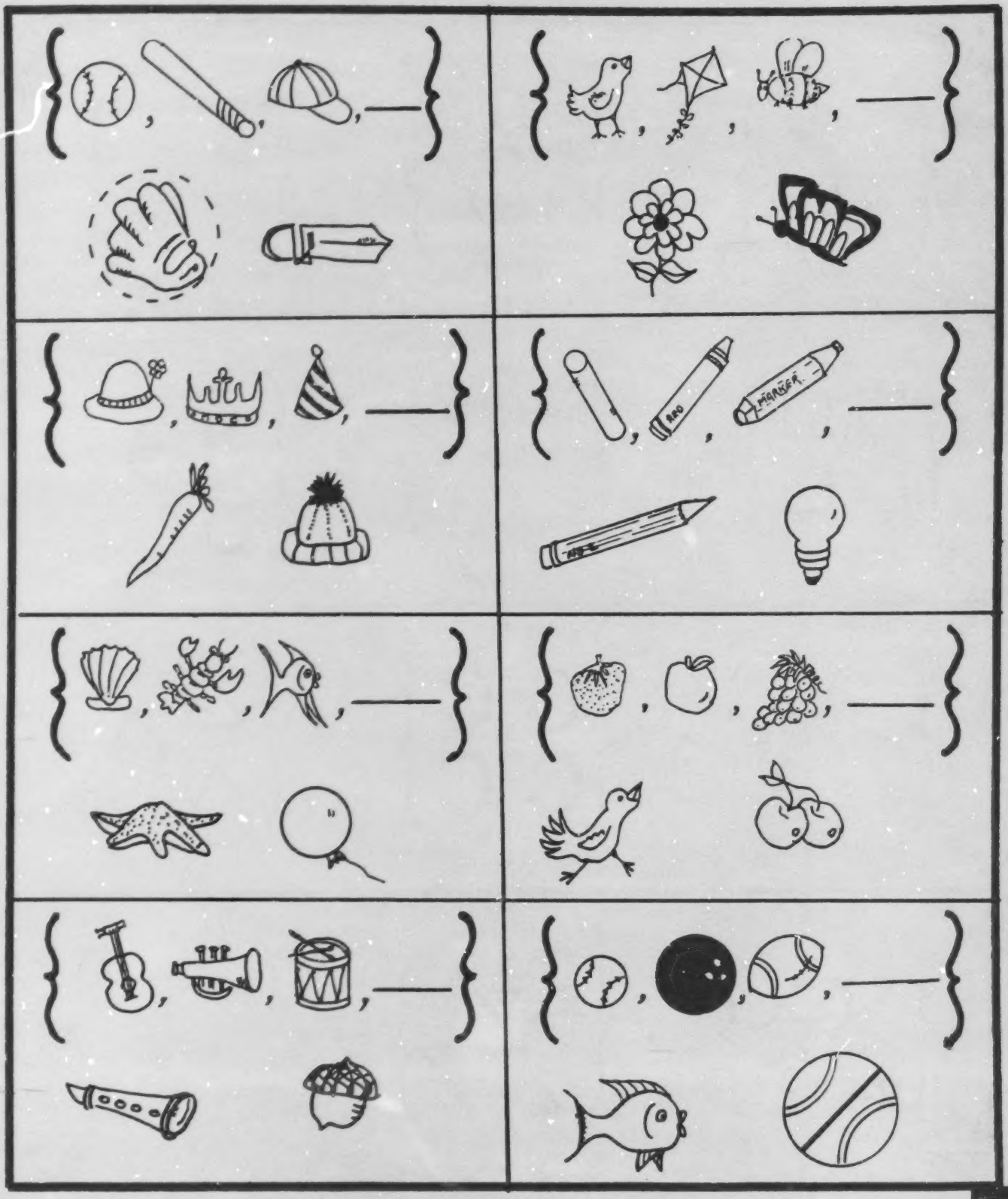
NAME: _____ CLASS: _____ DATE: _____

Put an X on the set in each box.

P.O. 1.01.05.02

NAME: _____ CLASS: _____ DATE: _____

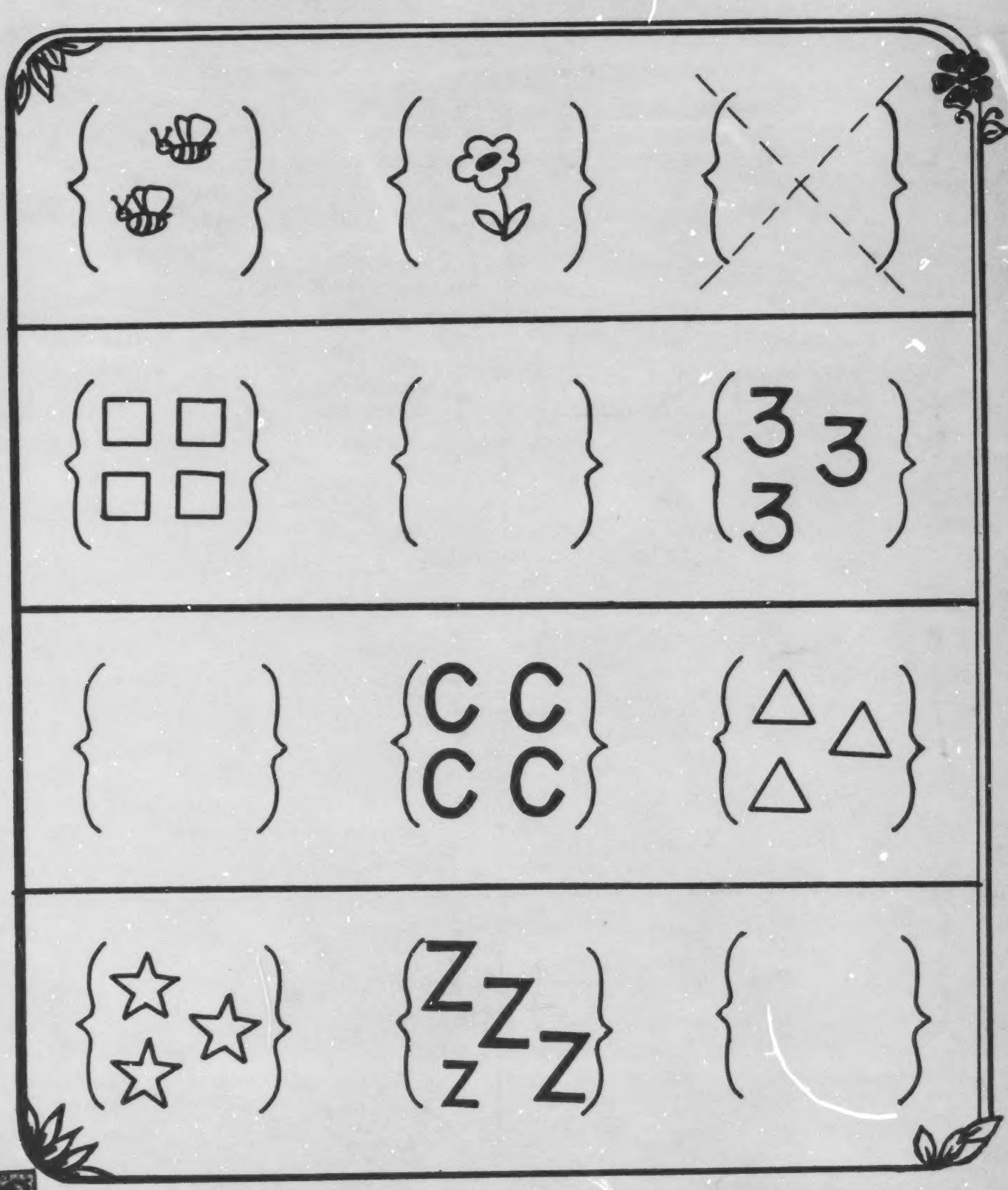
Circle the object which belongs in each set.



P.O. 1.01.05.03

NAME: _____ CLASS: _____ DATE: _____

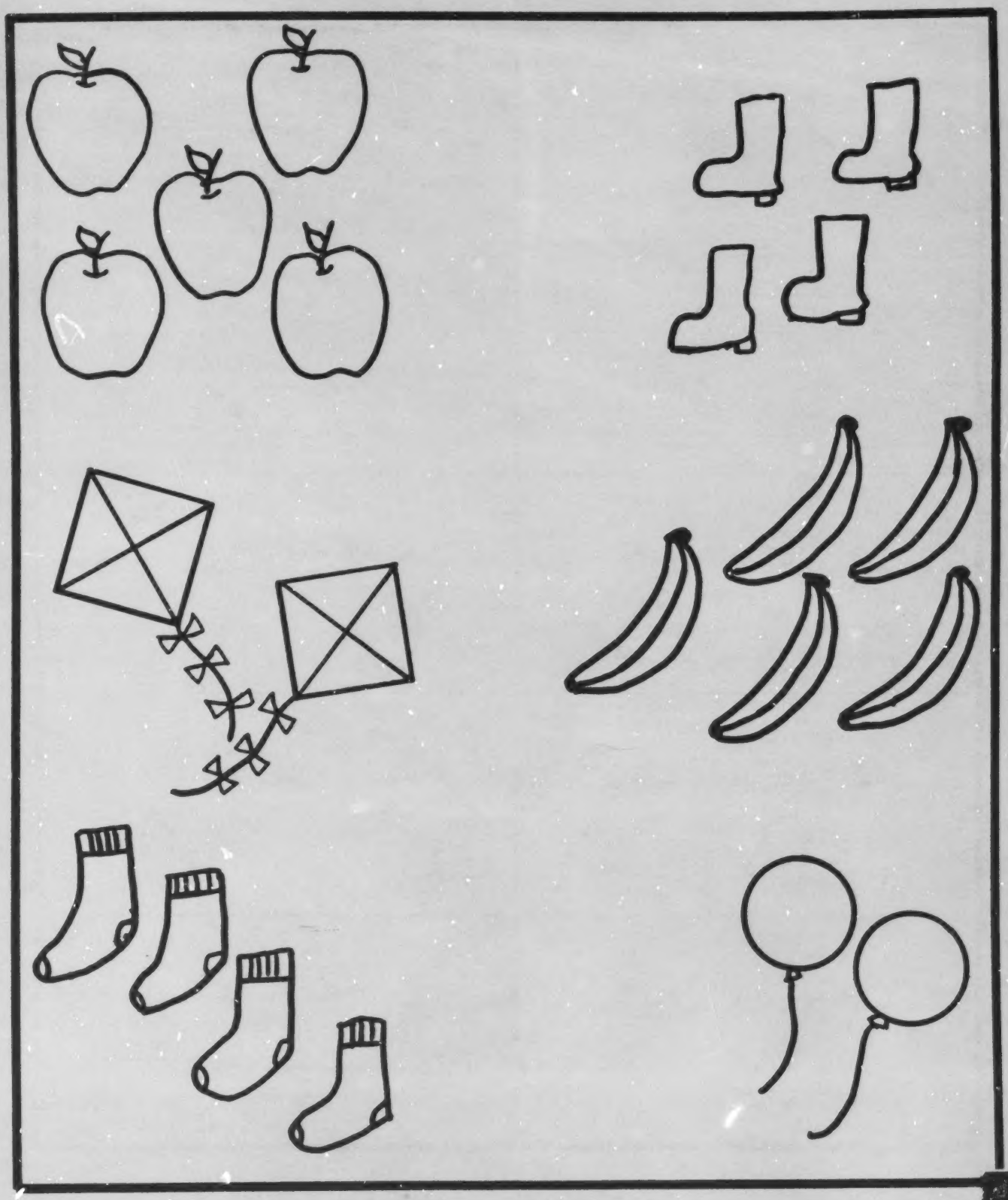
Put an X on the empty set.



P.O. 1.01.06.01

NAME:_____CLASS:_____DATE:_____

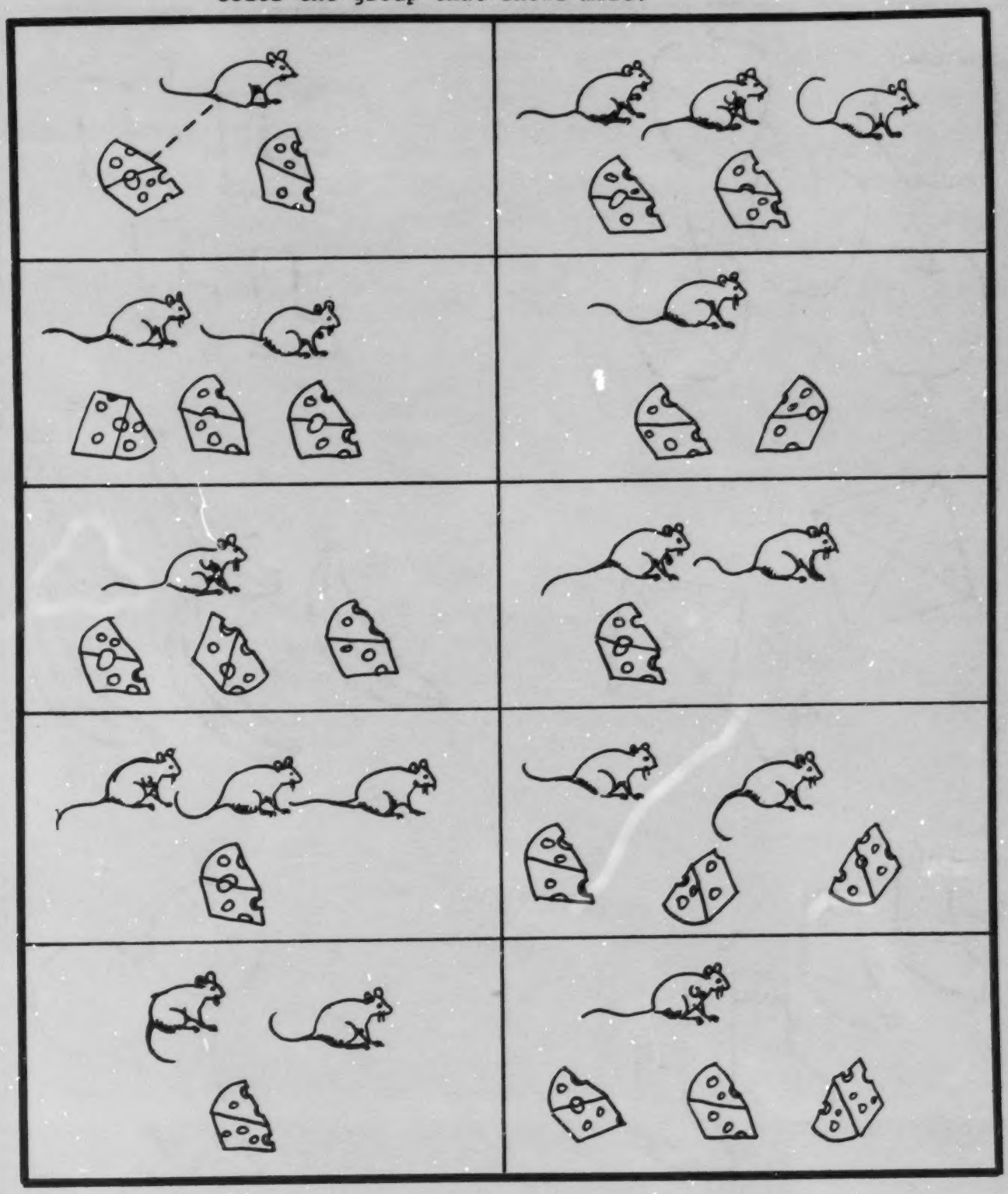
Match the groups with the same number of objects.



P.O. 1.01.06.02

NAME: _____ CLASS: _____ DATE: _____

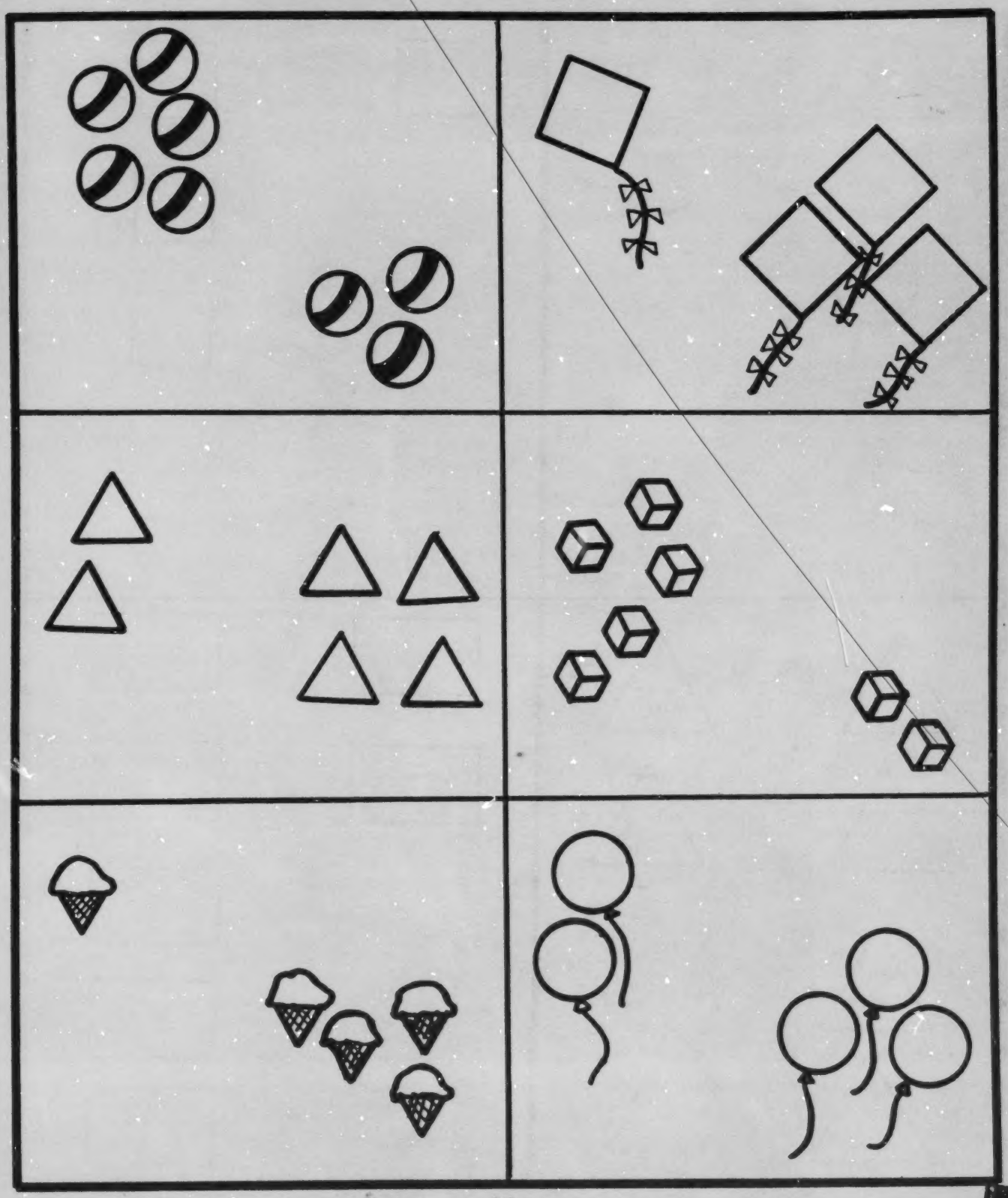
Match each mouse to a piece of cheese.
Color the group that shows more.



P.O. 1.01.06.03

NAME:_____ CLASS:_____ DATE:_____

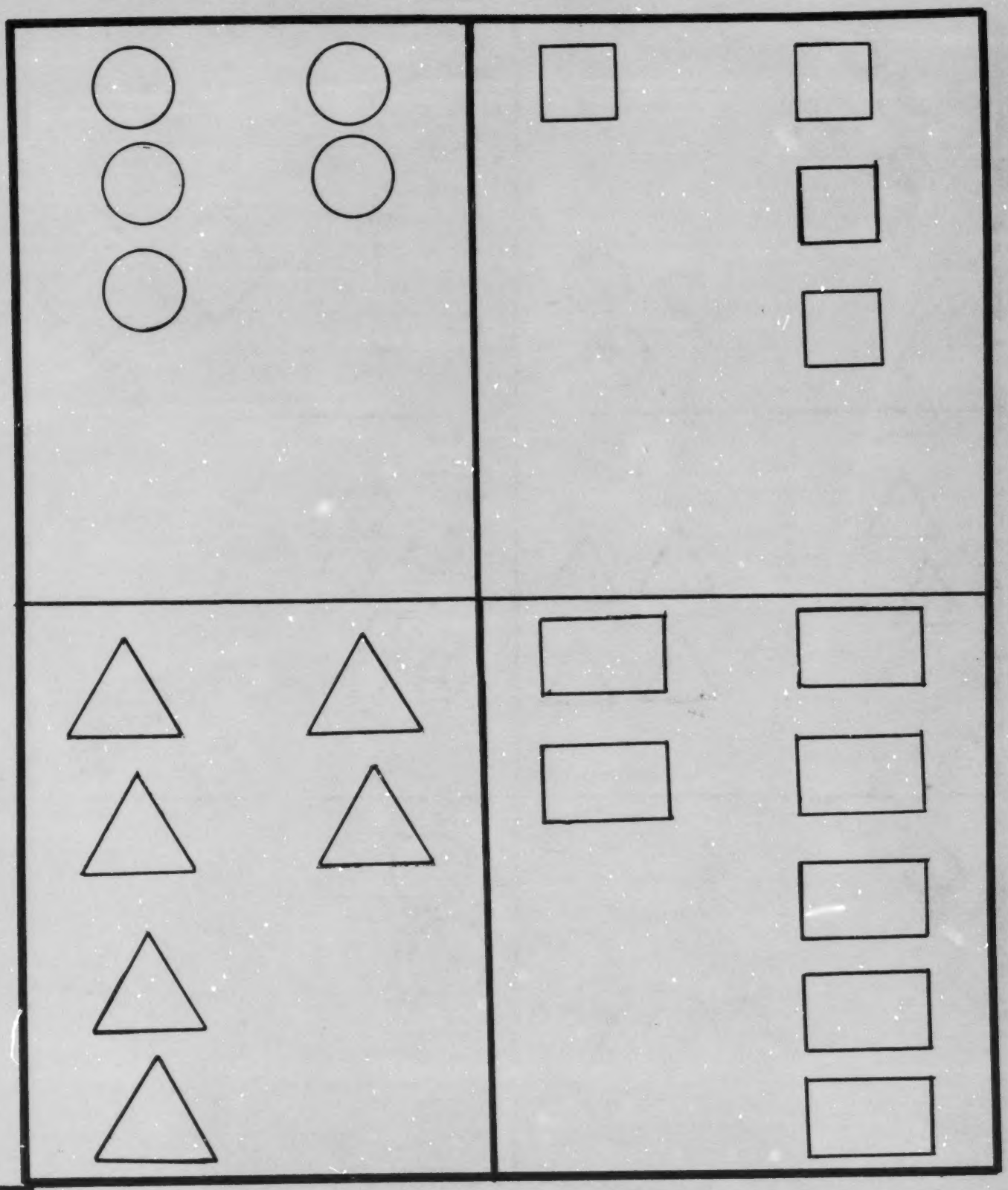
Circle the group with fewer objects.



P.O. 1.01.06.04

NAME: _____ CLASS: _____ DATE: _____

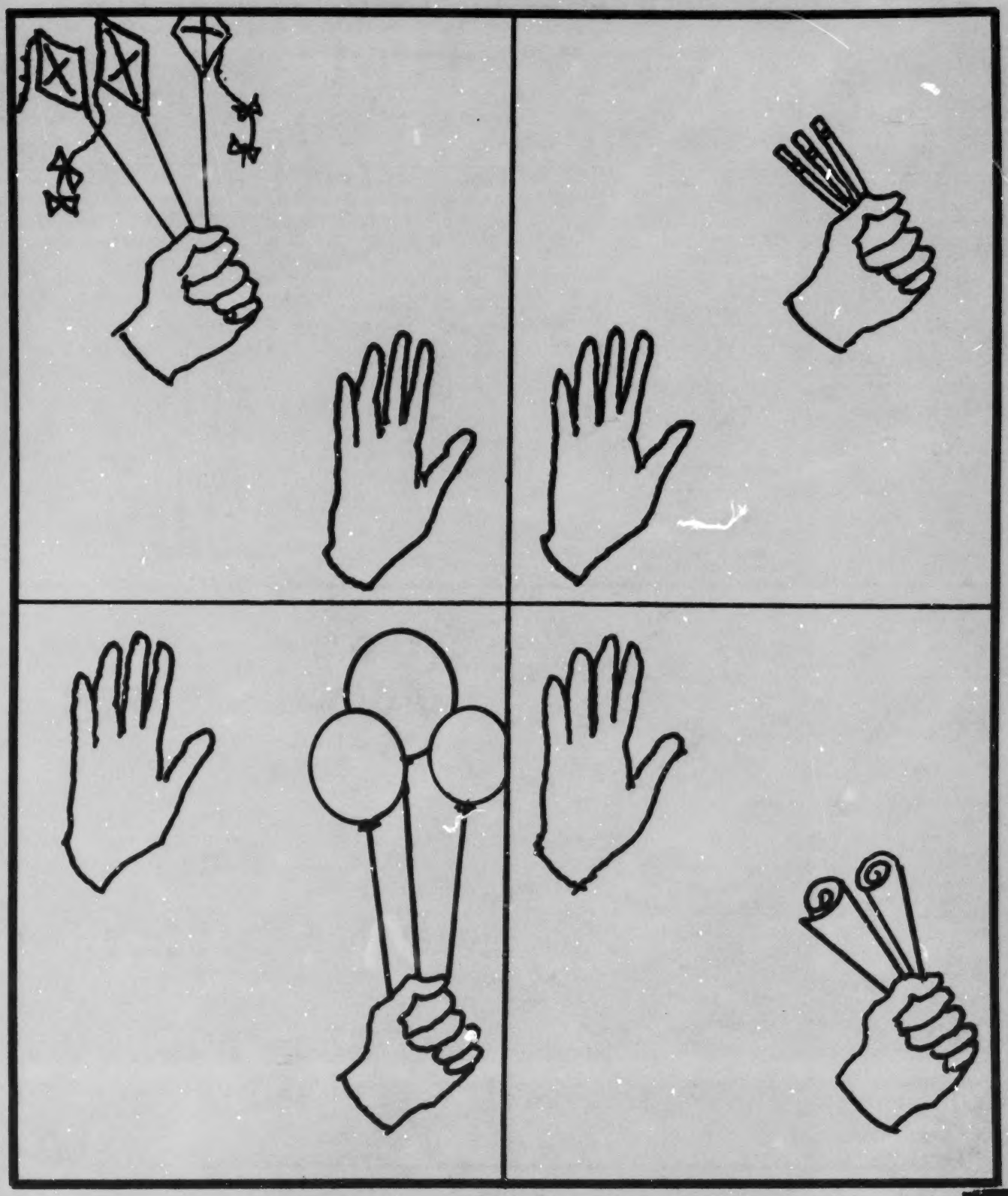
Color the group that has more.
Circle the group that has fewer.



P.O. 1.01.07.01

NAME:_____ CLASS:_____ DATE:_____

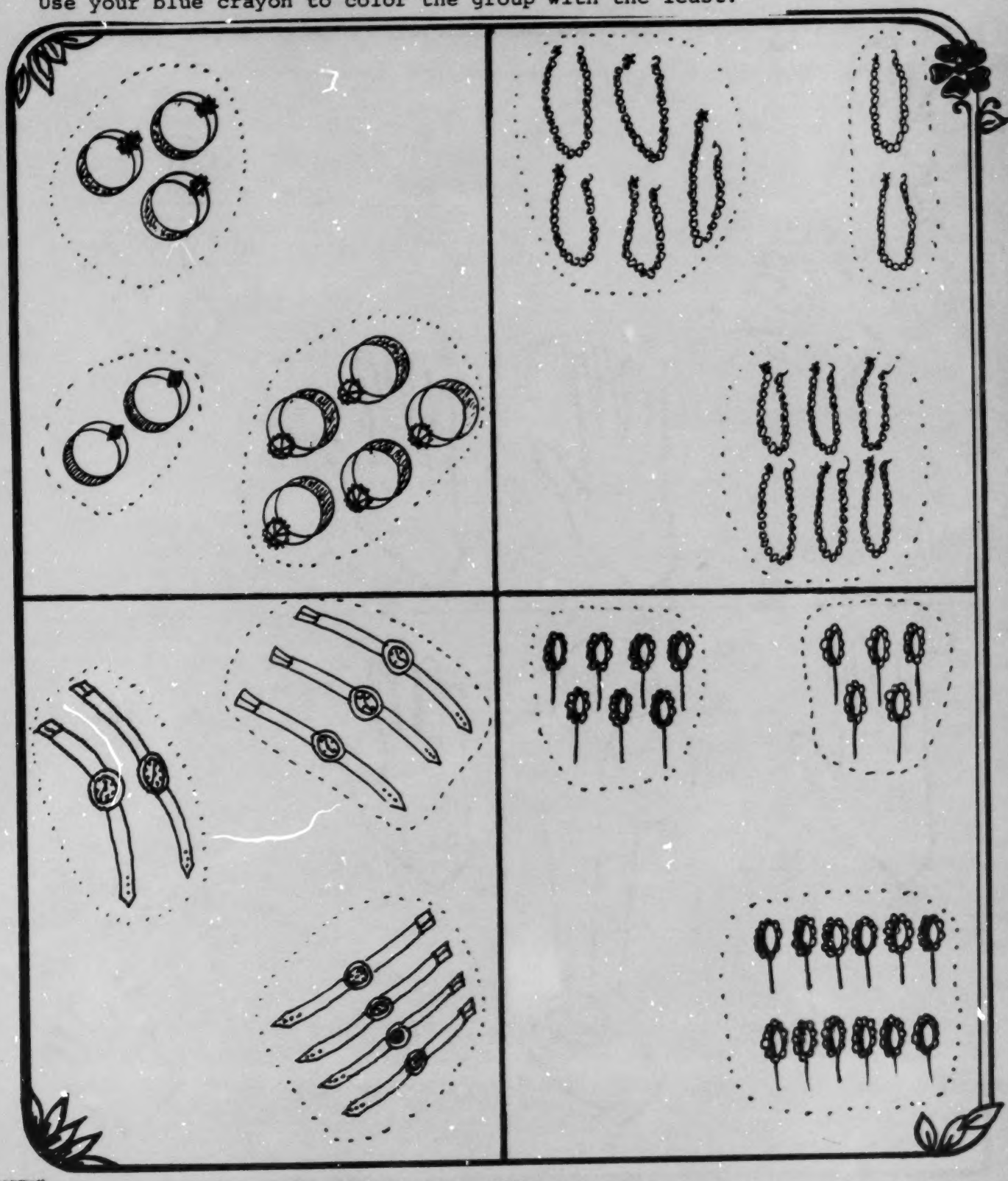
Circle the hand which is holding all the objects.



P.O. 1.01.07.02

NAME: _____ CLASS: _____ DATE: _____

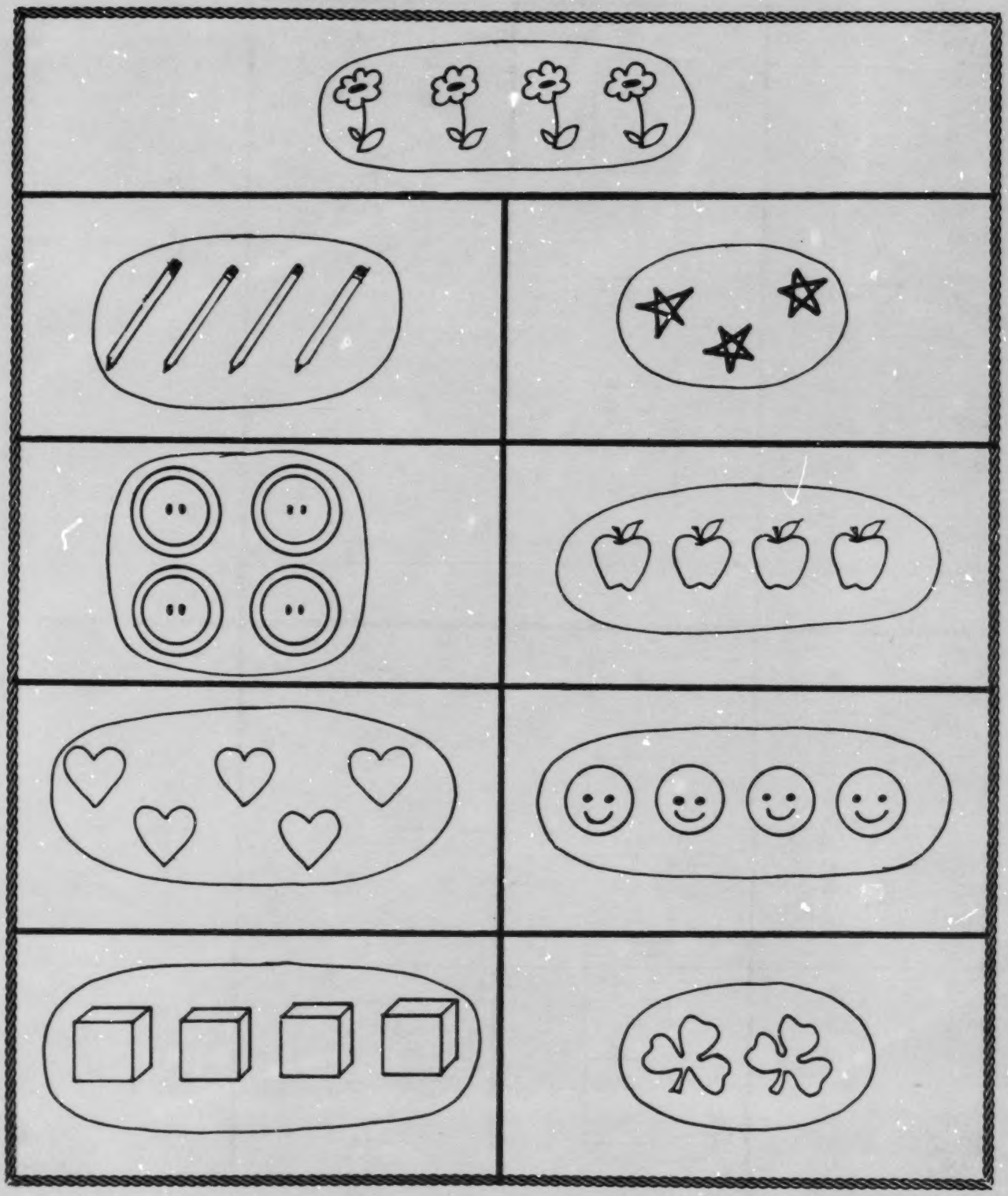
Use your red crayon to color the group with the most.
Use your blue crayon to color the group with the least.



P.O. 1.01.07.03

NAME: _____ CLASS: _____ DATE: _____

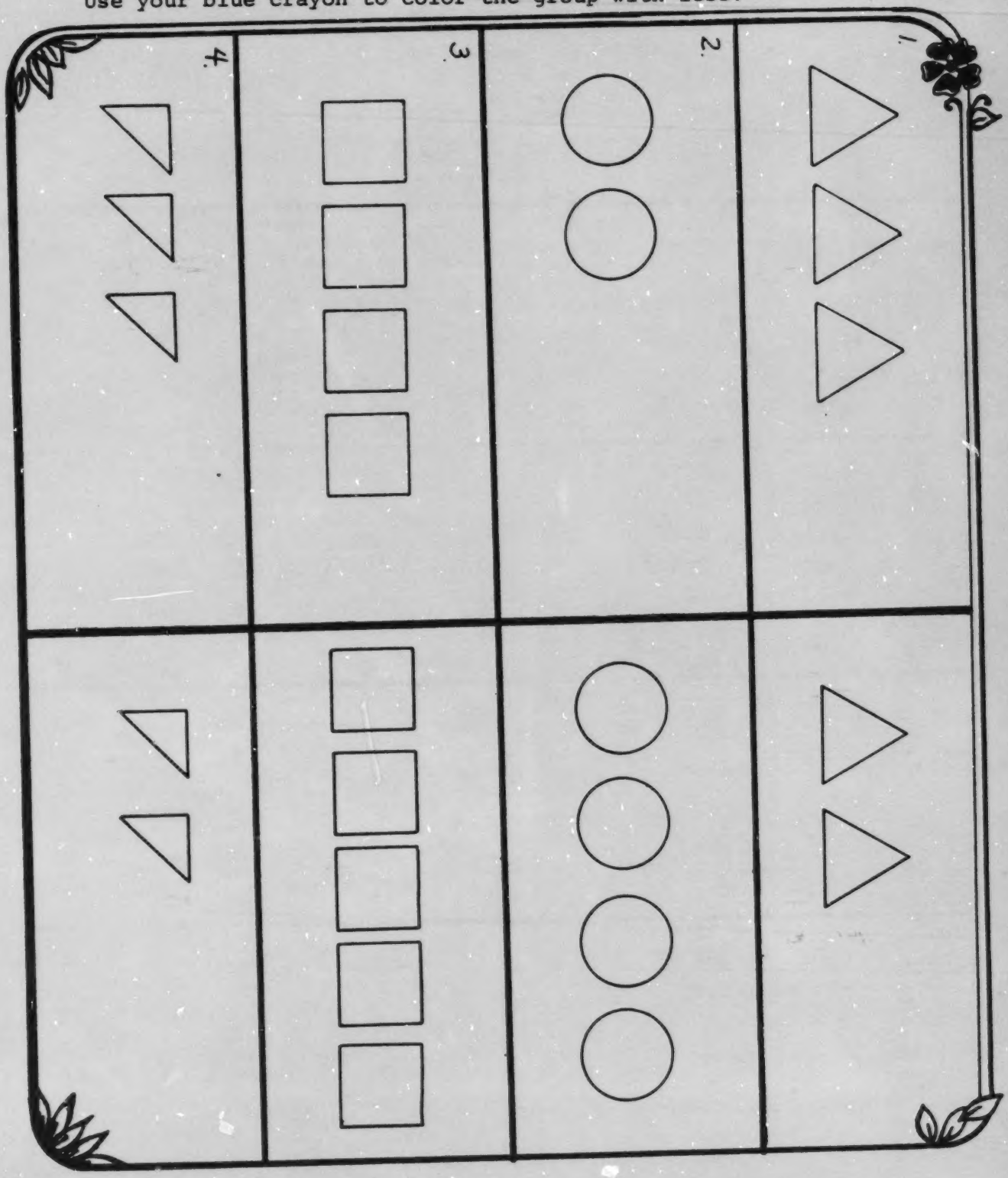
Color the groups which have the same number of objects as the group at the top.



P.O. 1.01.07.04

NAME: _____ CLASS: _____ DATE: _____

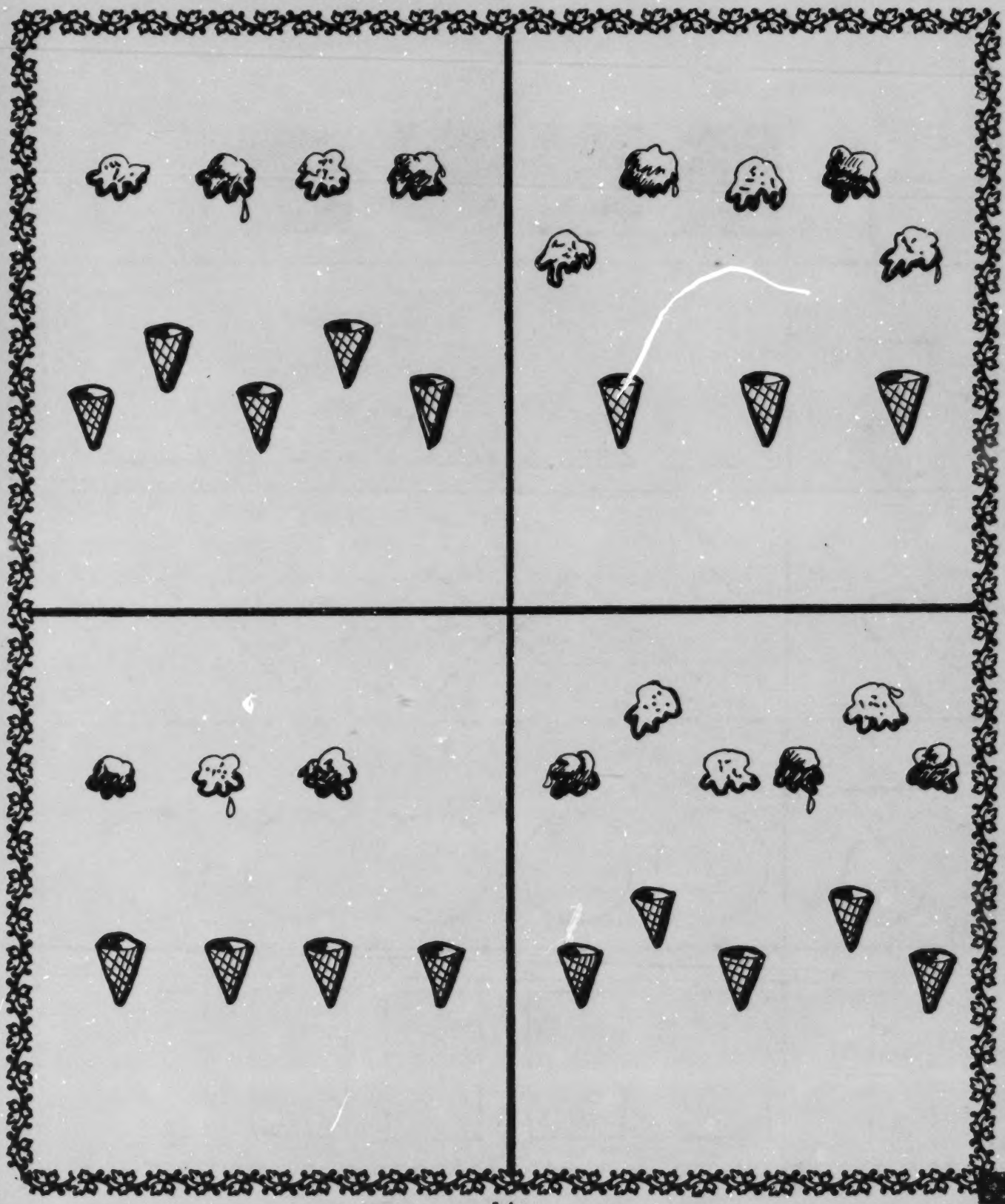
Use your red crayon to color the group with more.
Use your blue crayon to color the group with less.



P.O. 1.01.07.05

NAME: _____ CLASS: _____ DATE: _____

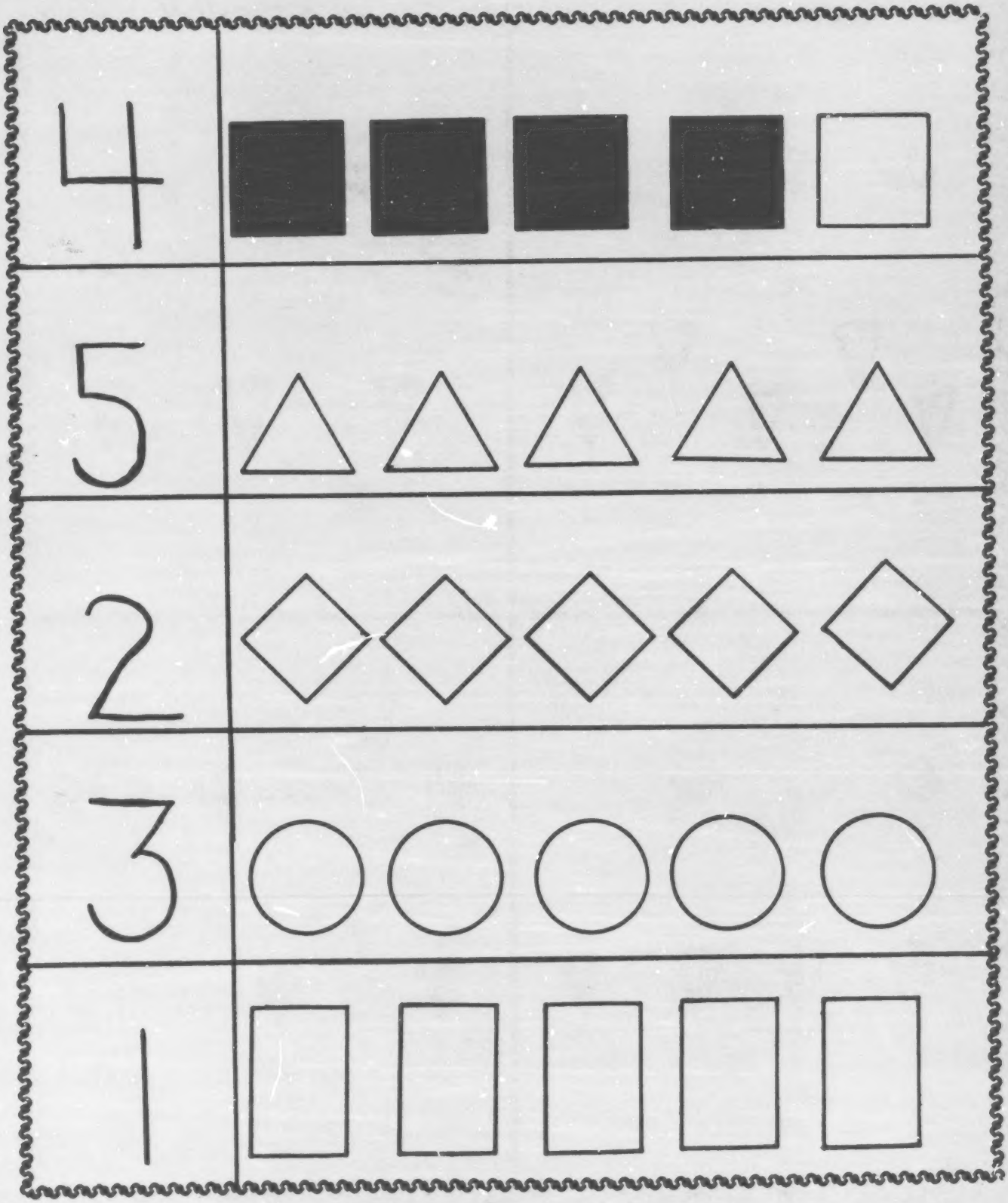
Match the ice cream to the cones.
Color the extra ones.



P.O. 1.01.08.01

NAME: _____ CLASS: _____ DATE: _____

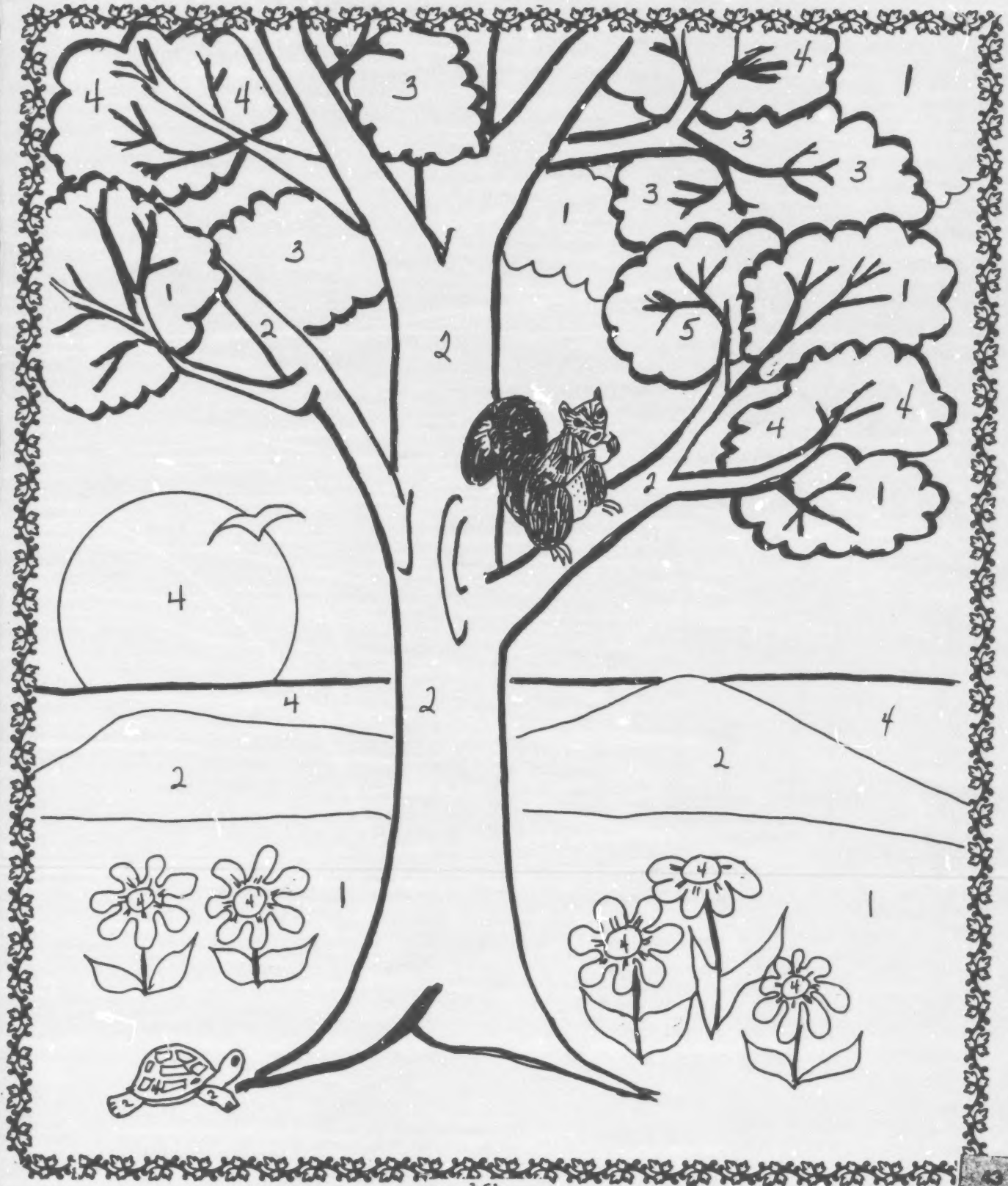
Color the number of shapes each numeral names.



P.O. 1.01.08.02

NAME: _____ CLASS: _____ DATE: _____

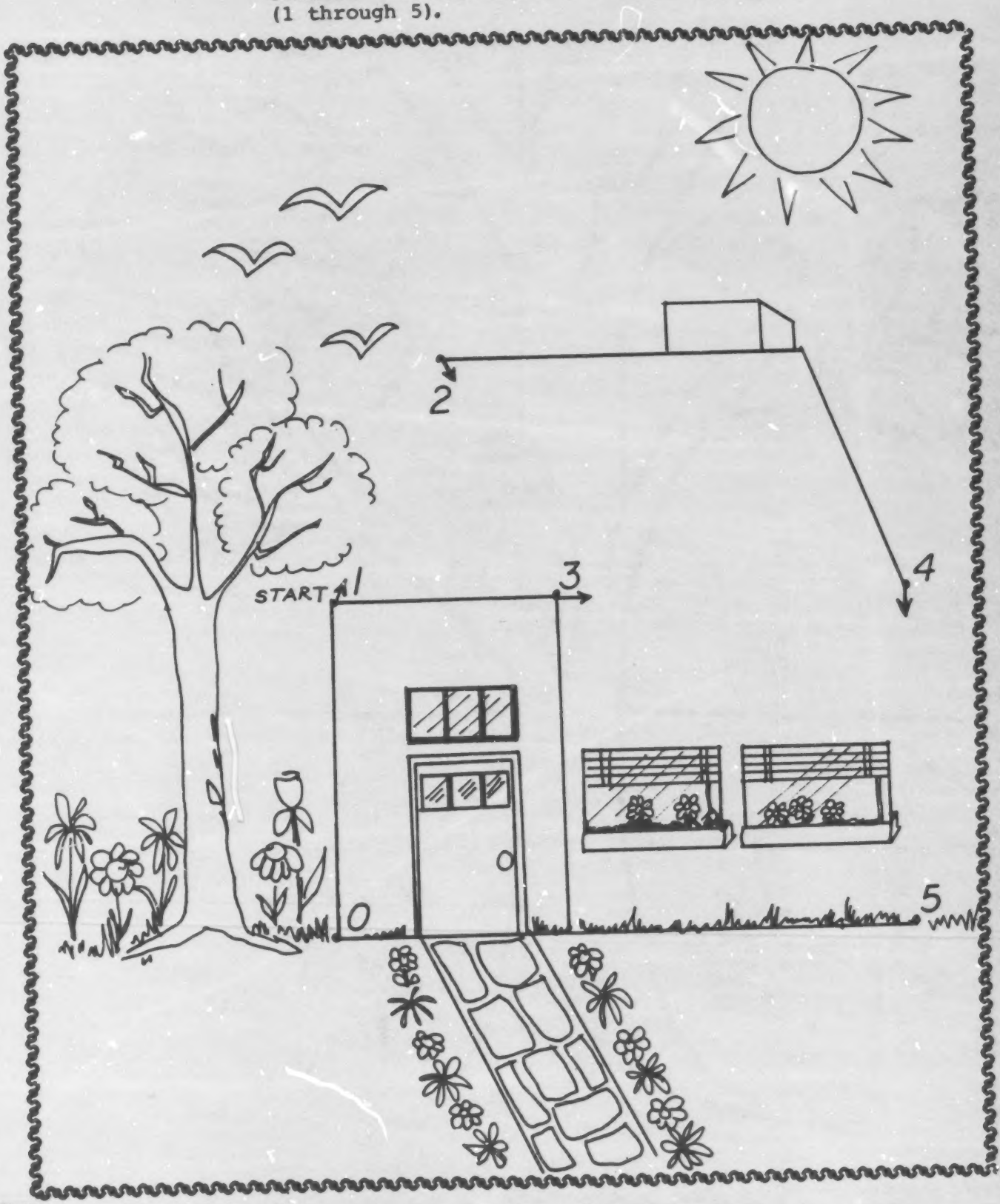
Color 1 green; 2 brown; 3 orange; 4 yellow and 5 red.



P.O. 1.01.08.03

NAME: _____ CLASS: _____ DATE: _____

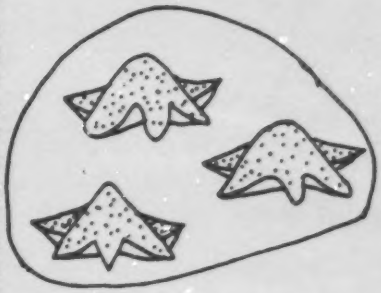
Connect the dots in correct counting order
(1 through 5).



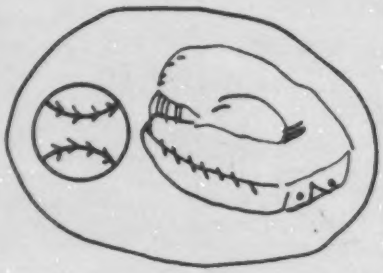
P.O. 1.01.08.04

NAME: _____ CLASS: _____ DATE: _____

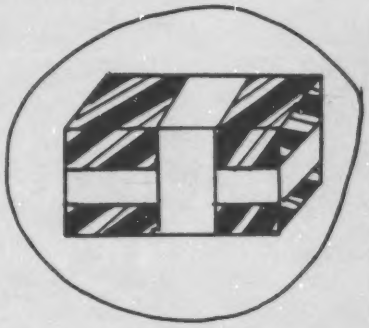
Write the number of objects you see in each group.



_____

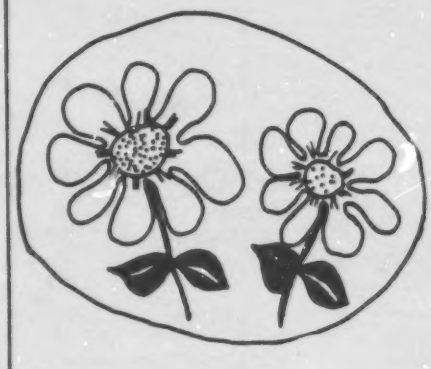


_____

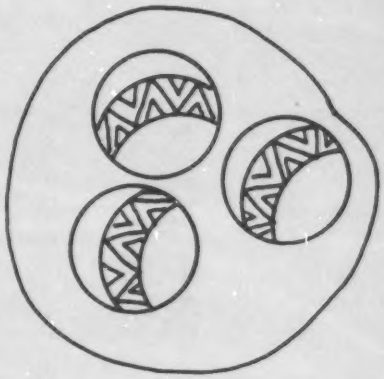


_____

_____

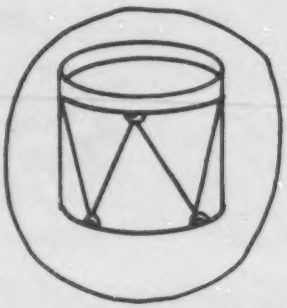


_____

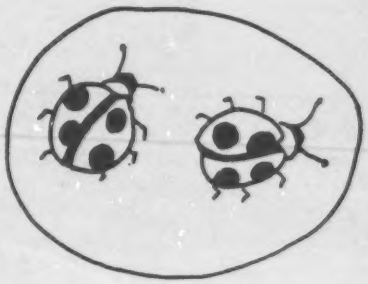


_____

_____



_____

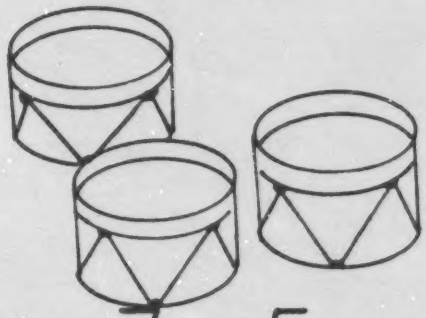


_____

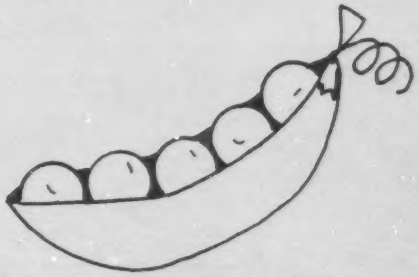
P.O. 1.01.08.05

NAME: _____ CLASS: _____ DATE: _____

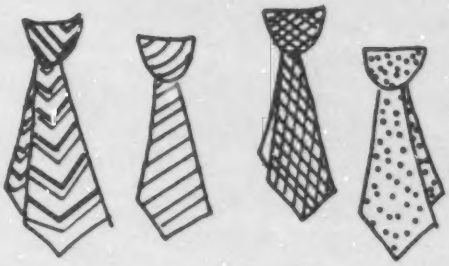
Circle the number that tells how many objects are shown in each box.



4 3 5

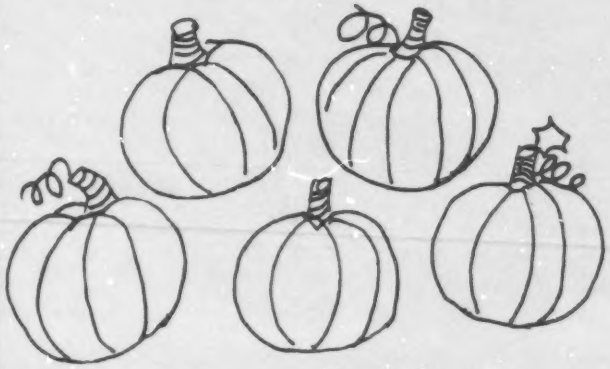


2 5 4



2 4 5

5 4 3



3 4 5

3 5 2

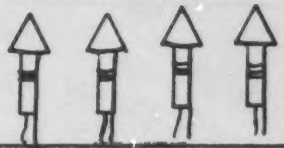
P.O. 1.01.08.06

NAME: _____ CLASS: _____ DATE: _____

Write the numeral and trace the number word for each group of objects.

5 five

one



four

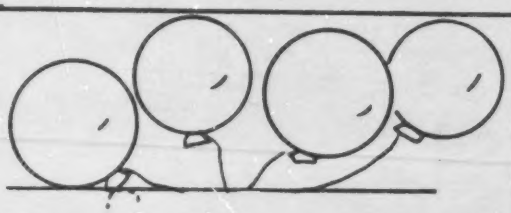
five

three

two

five

one



four

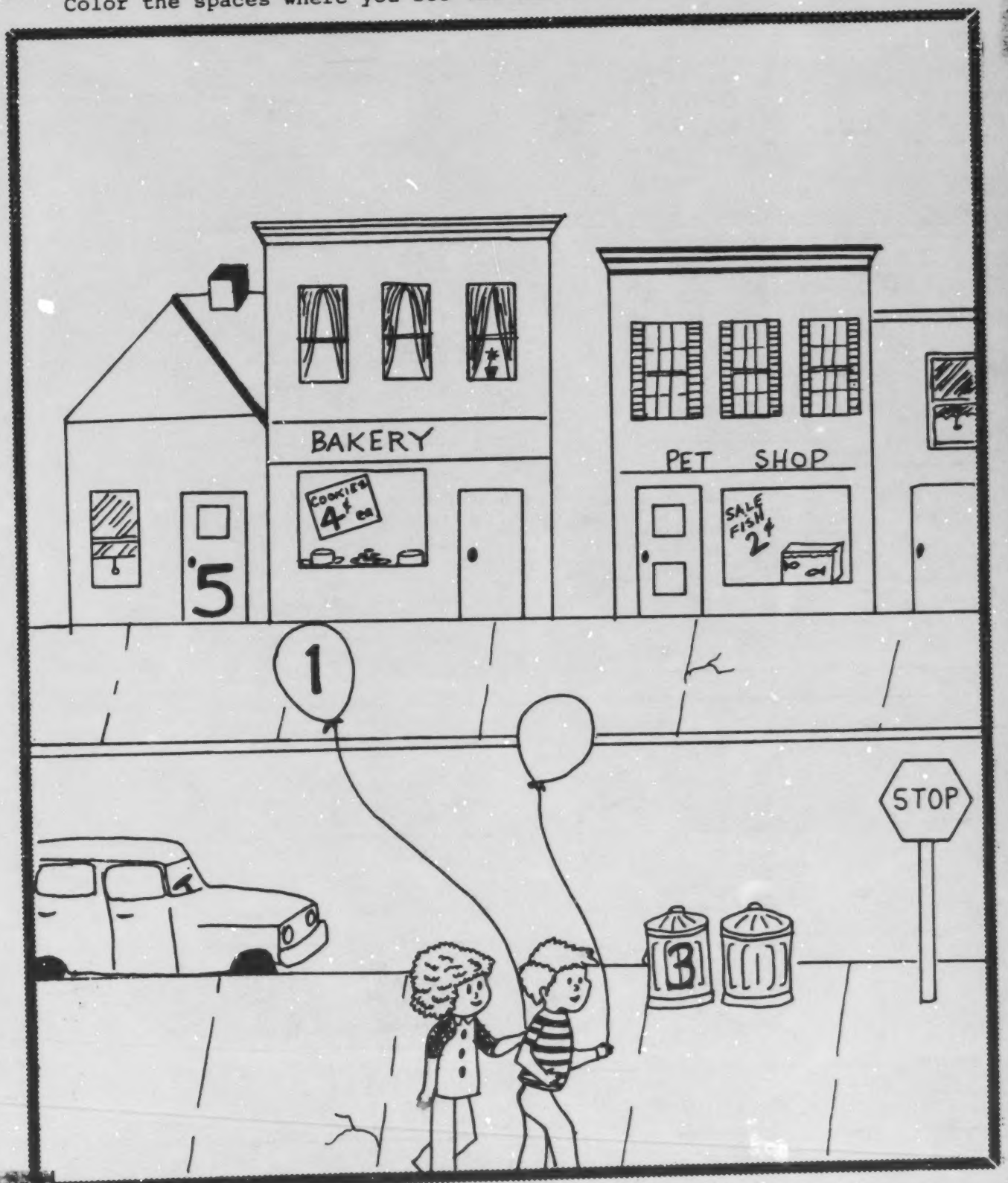
three

1.01.08.07

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

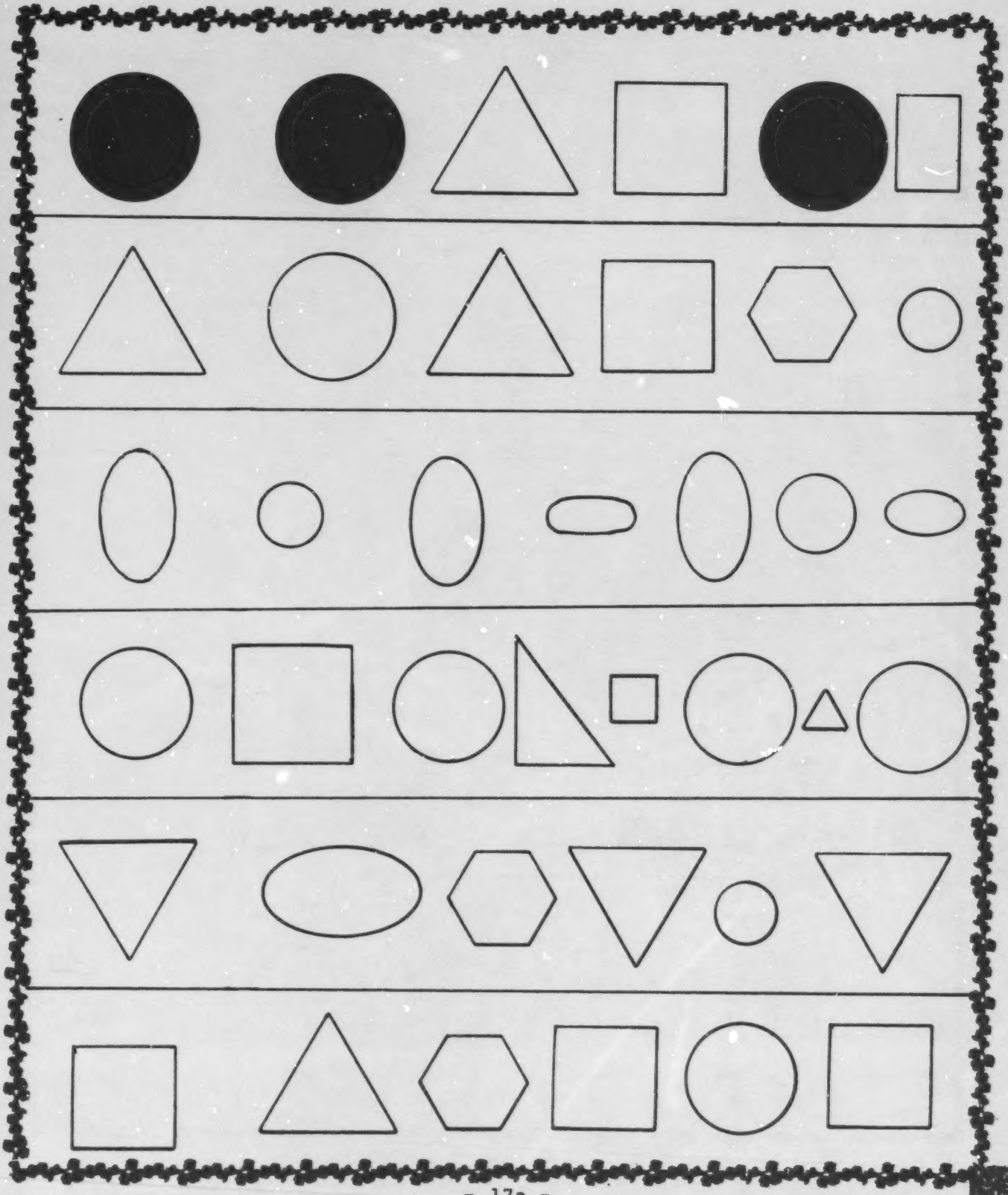
Color the spaces where you see the numerals 1, 2, 3, 4 and 5.



P.O. 1.09.01.01

NAME: _____ CLASS: _____ DATE: _____

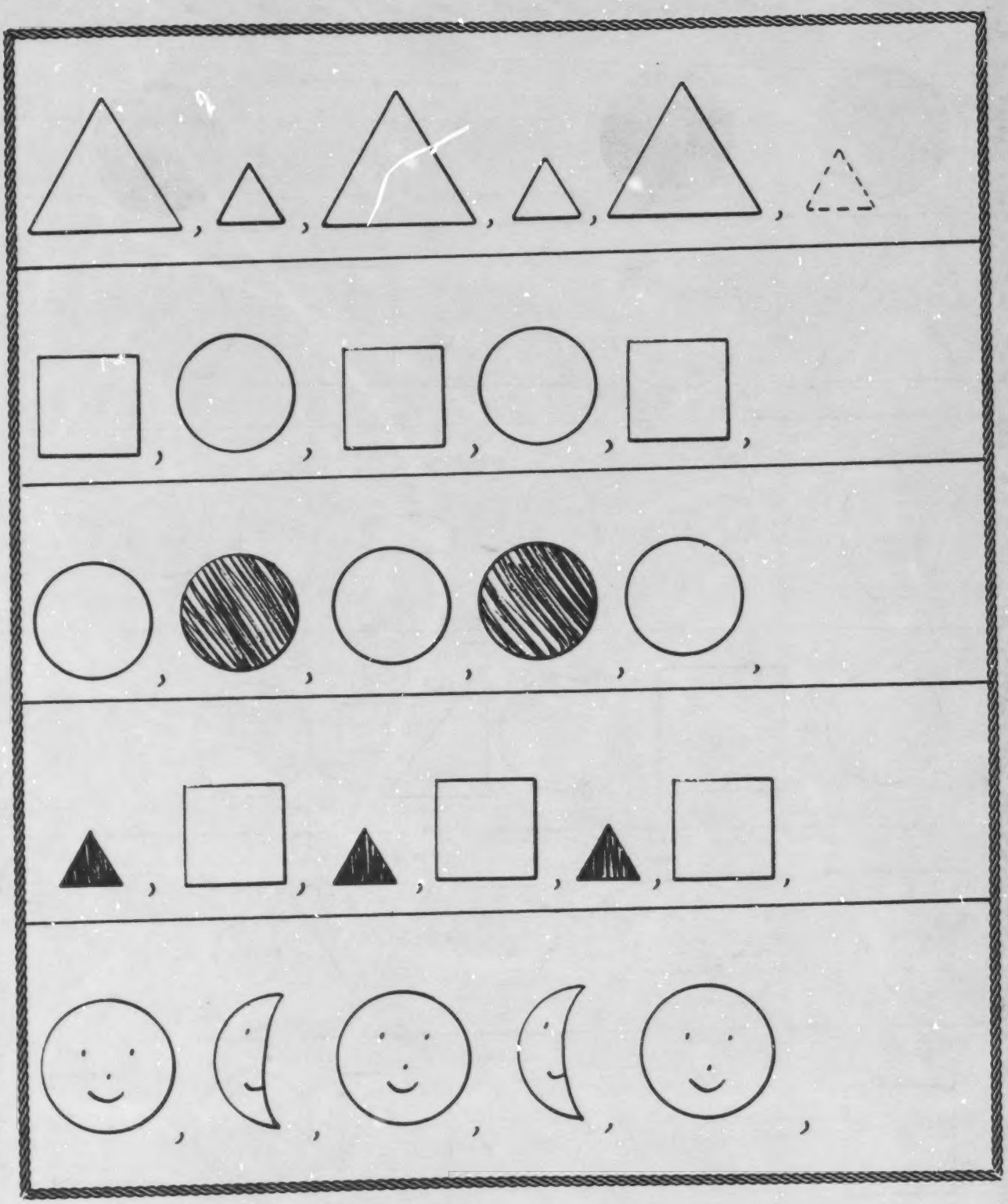
Color the objects which have the same size and shape.



P.O. 1.09.01.02

NAME: _____ CLASS: _____ DATE: _____

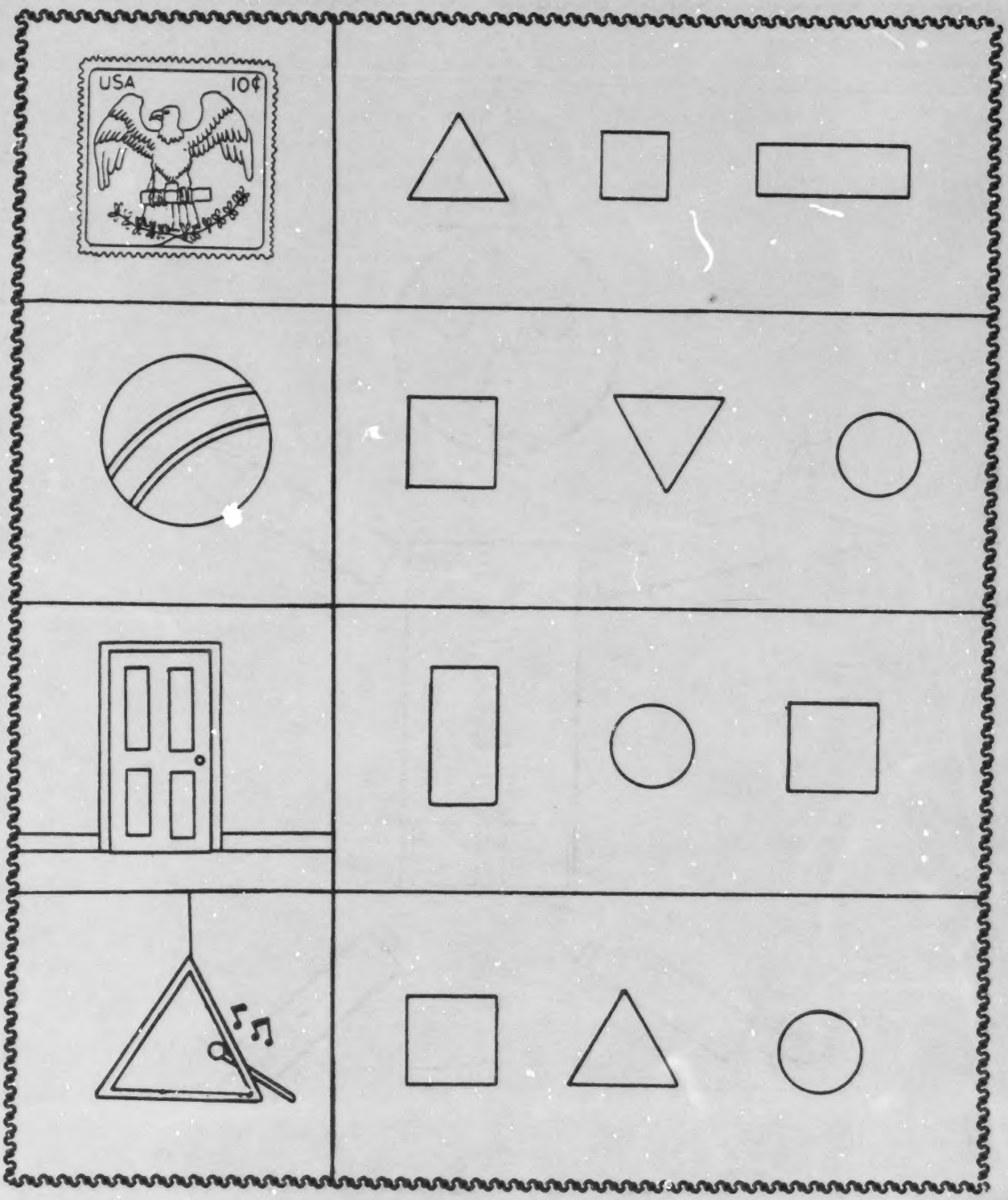
Draw the shape that comes next.



P.O. 1.09.02.01

NAME: _____ CLASS: _____ DATE: _____

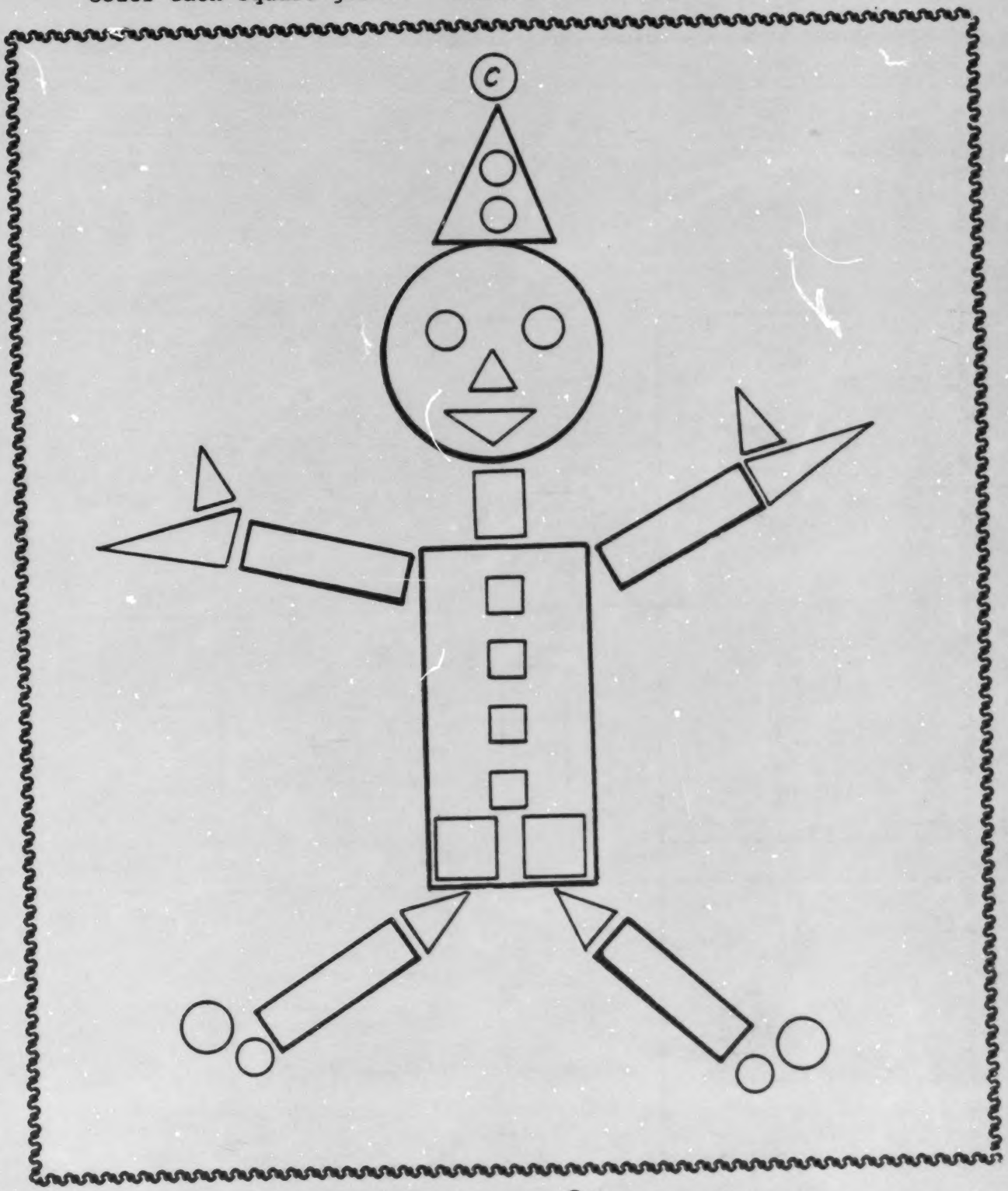
Circle the shape that is like the shape in the first column.



P.O. 1.09.02.02

NAME: _____ CLASS: _____ DATE: _____

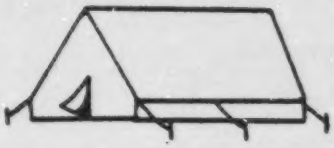
Color each circle red.
Color each square green.
Color each triangle blue.
Color each rectangle yellow.



P.O. 1.09.02.03

NAME: _____ CLASS: _____ DATE: _____

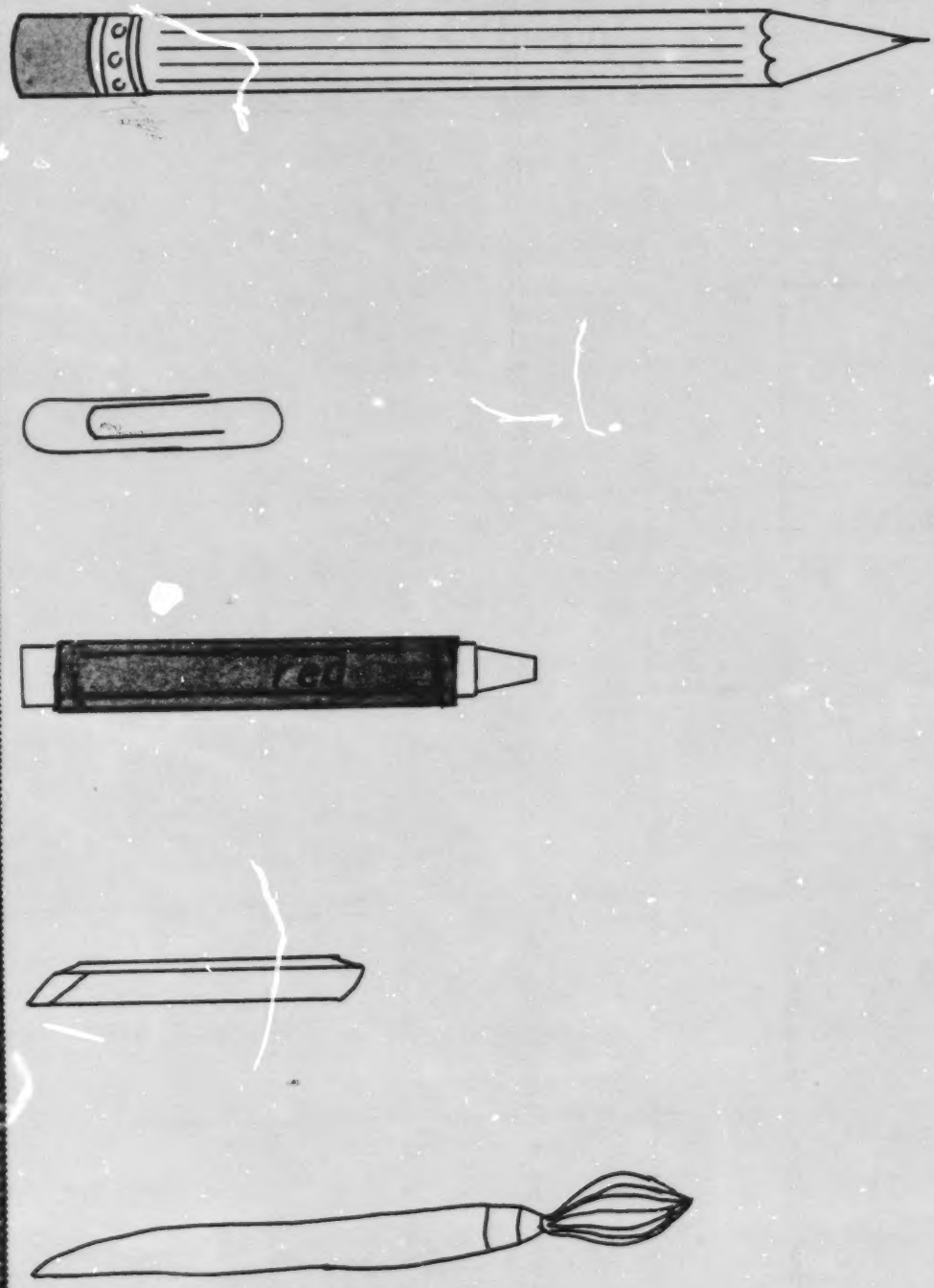
Look at the picture. Answer each question with a check mark (✓).

Objects	Rolls		Has Corners		Has Faces	
	Yes	No	Yes	No	Yes	No
						

P.O. 1.10.03.01

NAME: _____ CLASS: _____ DATE: _____

Use the objects shown at the right to measure. . . .



P.O. 1.10.04.01

NAME: _____ CLASS: _____ DATE: _____

Draw an X on the hand that is holding the heavier object.

P.O. 1.12.01.01

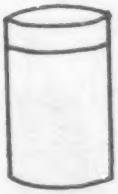
NAME: _____ CLASS: _____ DATE: _____

Ask five friends if they like milk or juice with their lunch. Mark their choices next to the pictures.

Favorite Drink

Milk

Juice



P.O. 1.12.01.02

NAME: _____ CLASS: _____ DATE: _____

Use tally marks to vote for your favorite fruit. Record the results. Answer the questions.

Our Favorite Fruit

How many students like ? _____

How many students like ? _____

How many students like ? _____

How many students like ? _____

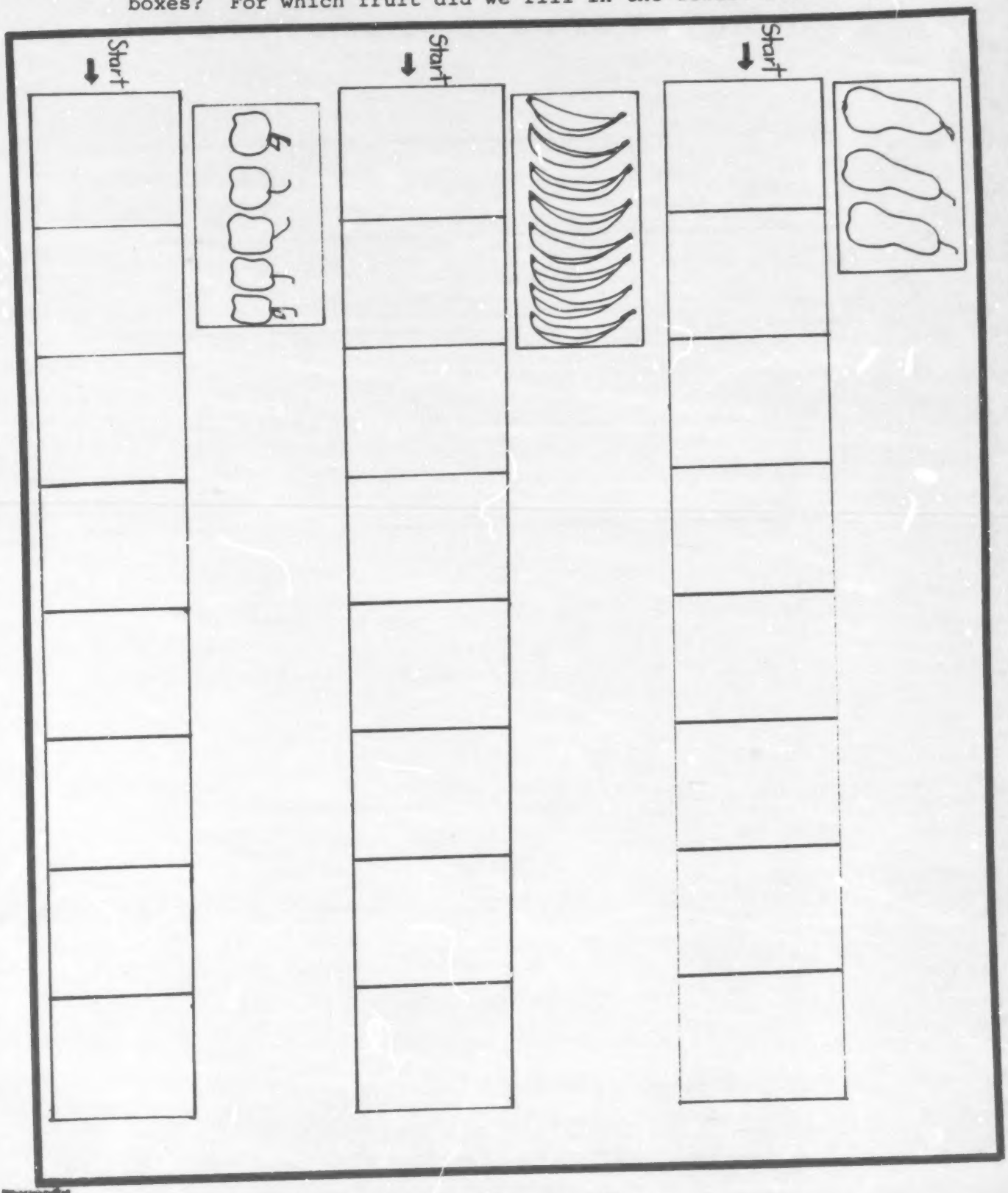
Which fruit did the students like most? _____

Which fruit did the students like least? _____

P.O. 1.12.01.03

NAME: _____ CLASS: _____ DATE: _____

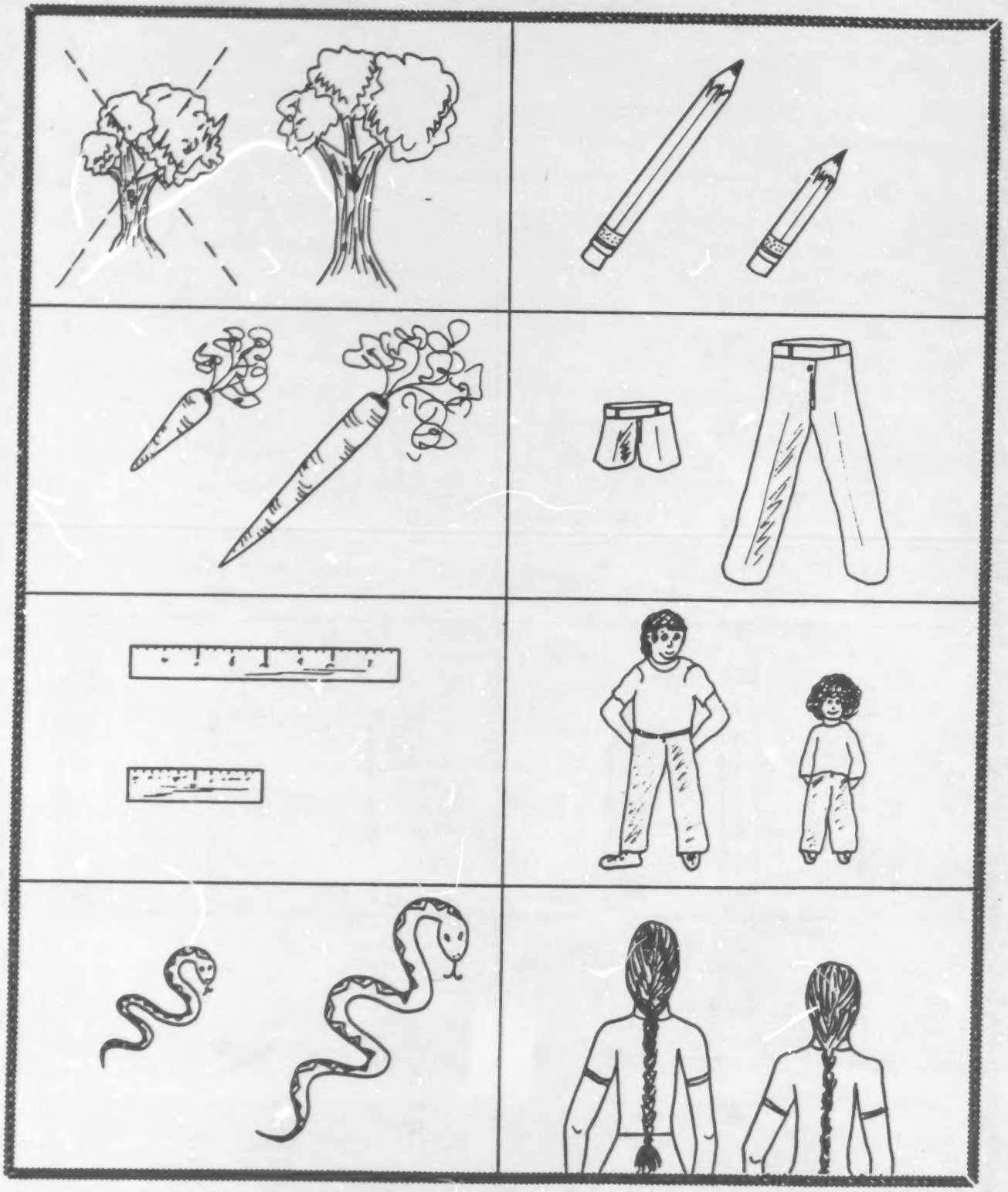
Color a box green for each pear, yellow for each banana and red for each apple. For which fruit did we fill in the most boxes? For which fruit did we fill in the fewest boxes?



P.O. 1.10.05.01

NAME: _____ CLASS: _____ DATE: _____

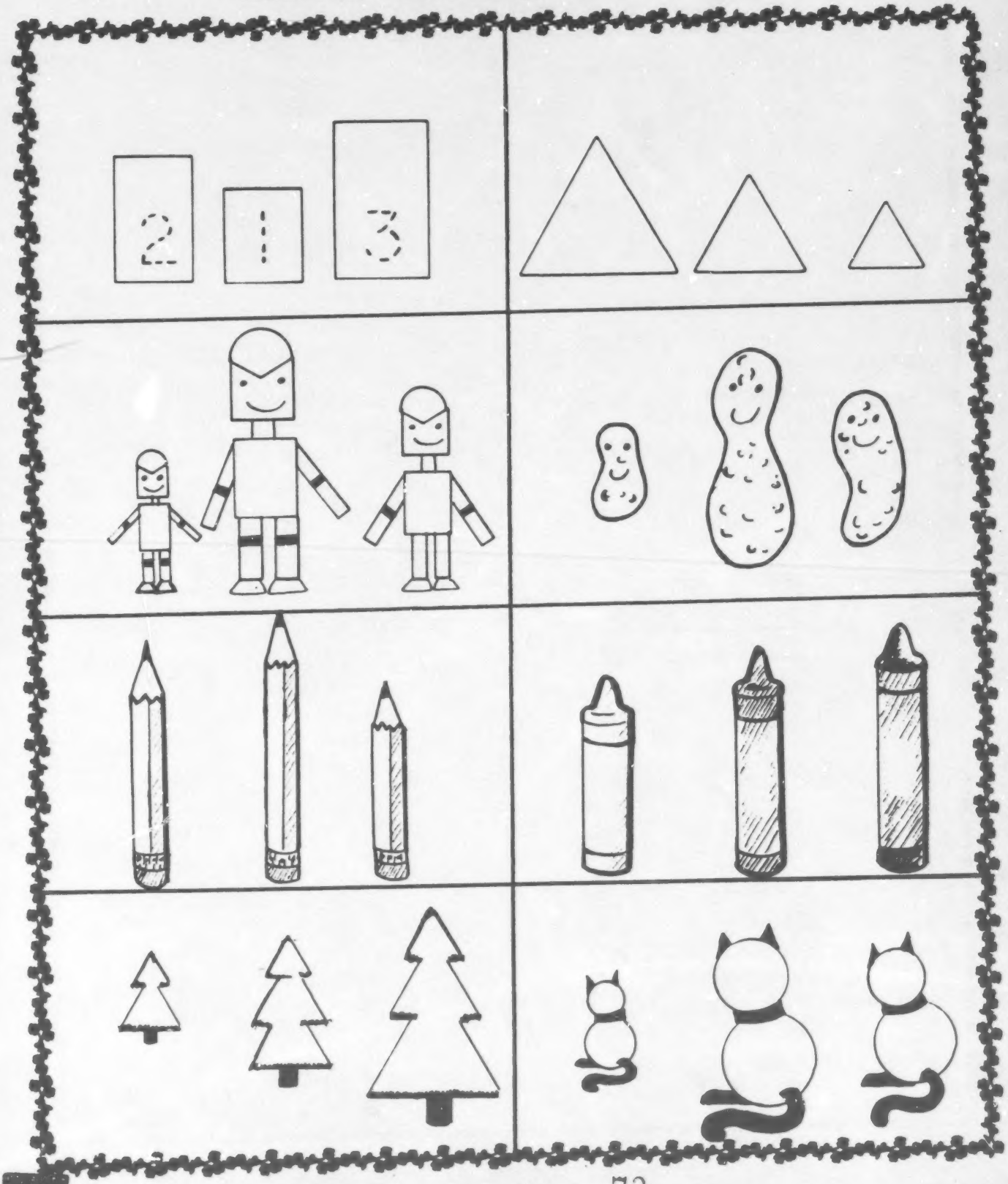
Draw an X on the item which is shorter.



P.O. 1.10.05.02

NAME: _____ CLASS: _____ DATE: _____

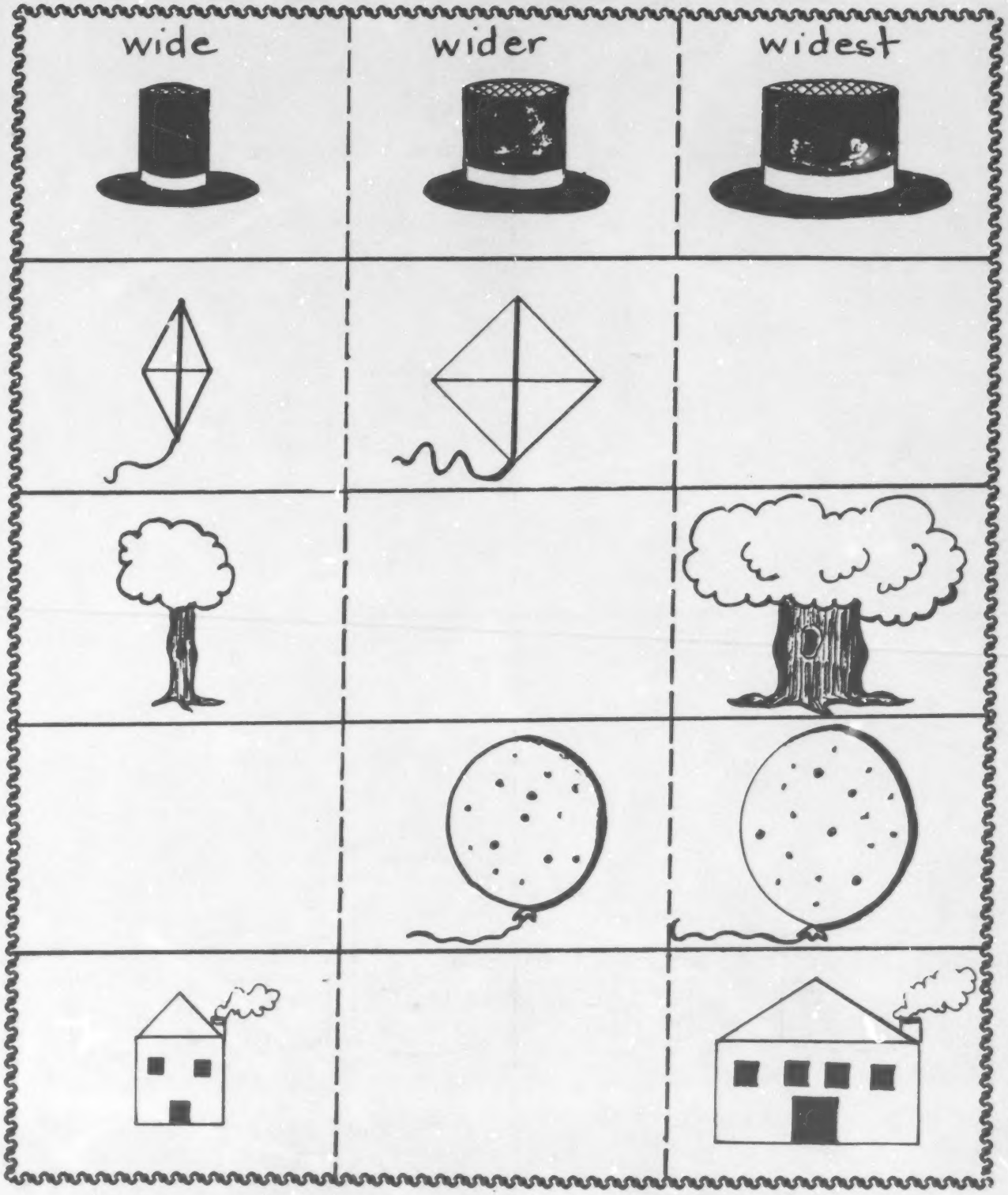
Number the objects 1, 2, or 3 according to size.
Number the shortest object 1.



P.O. 1.10.05.03

NAME: _____ CLASS: _____ DATE: _____

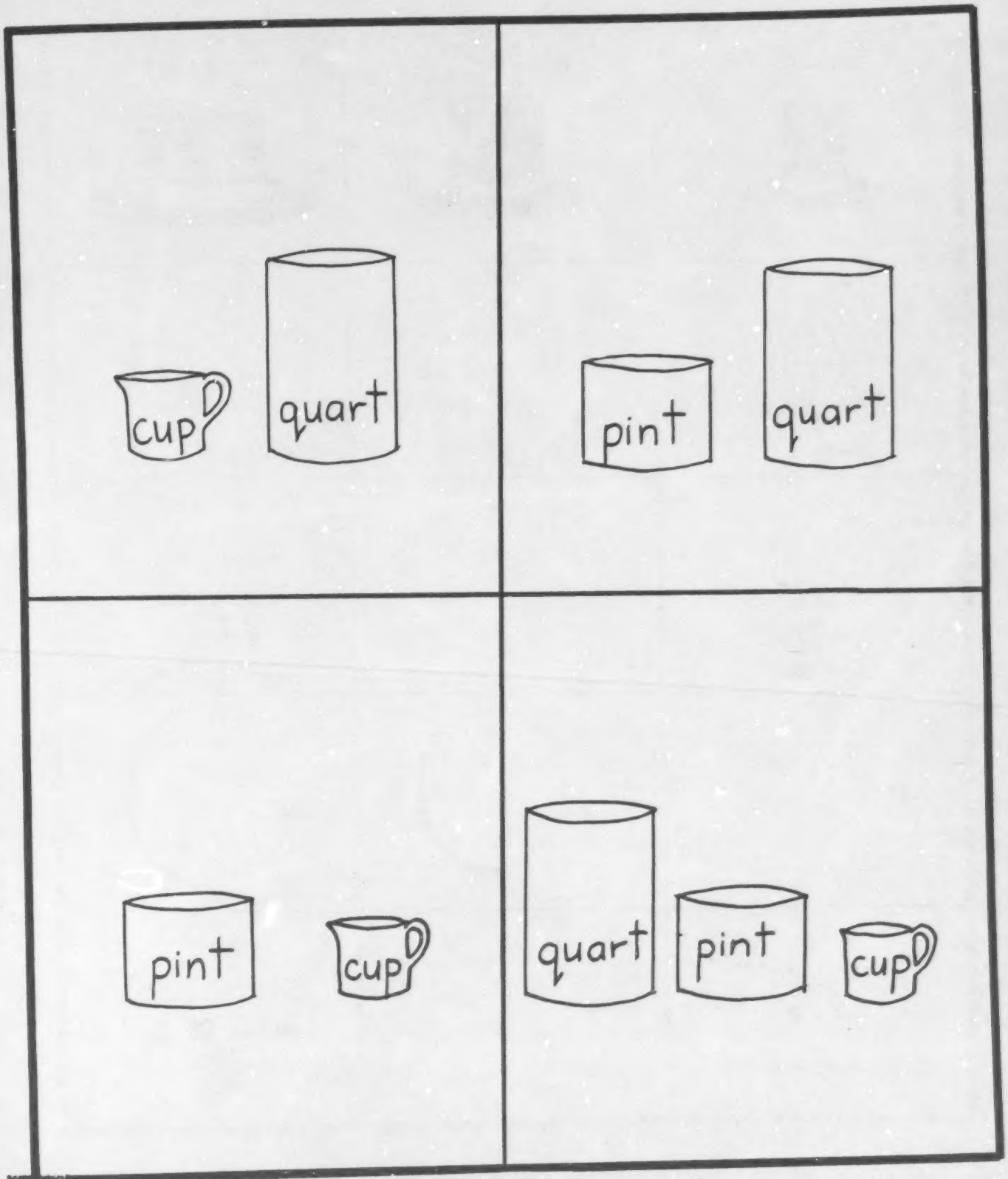
Fill in the missing object.



P.O. 1.10.06.01

NAME: _____ CLASS: _____ DATE: _____

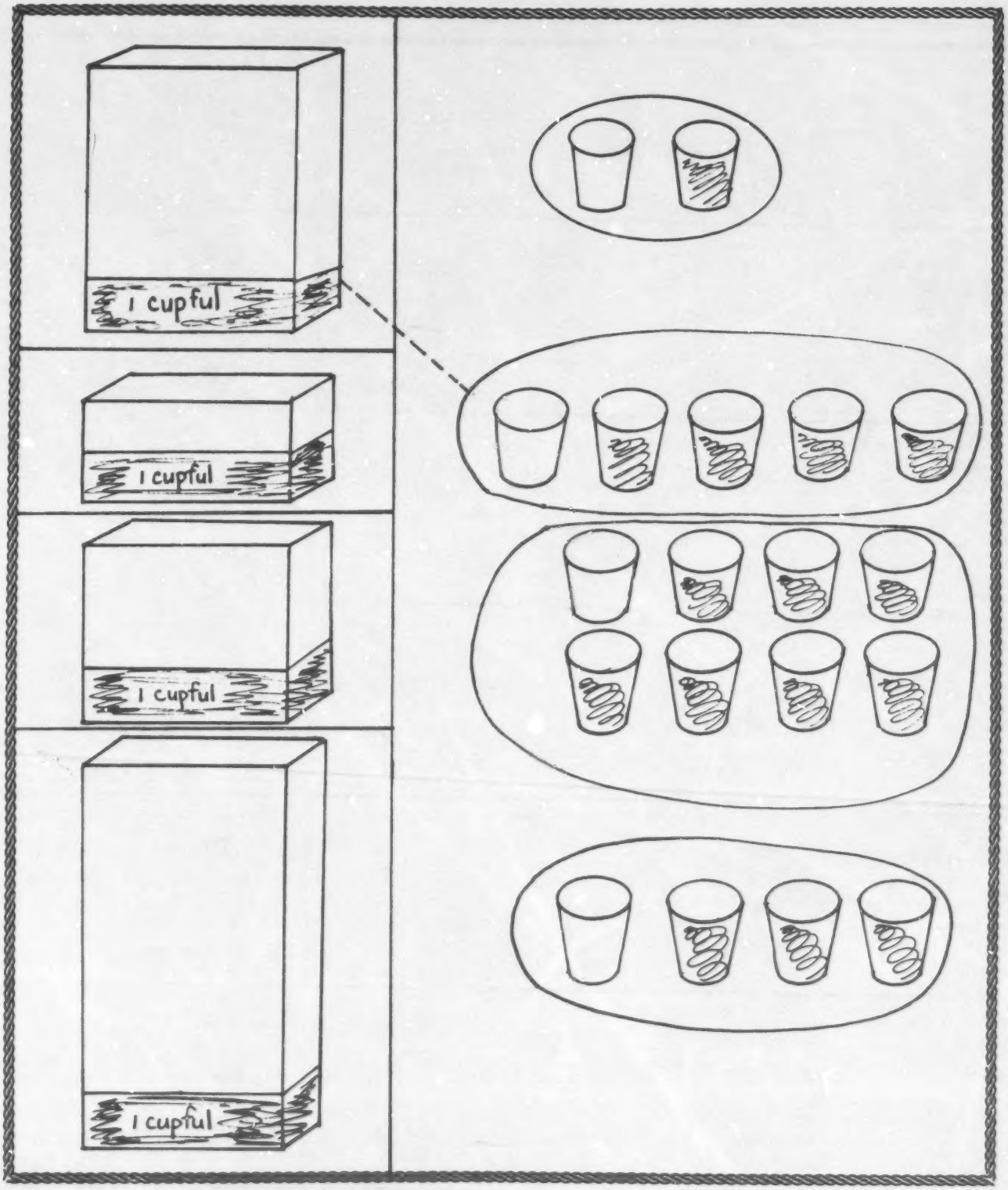
Draw an X on the container that holds more.



P.O. 1.10.06.02

NAME: _____ CLASS: _____ DATE: _____

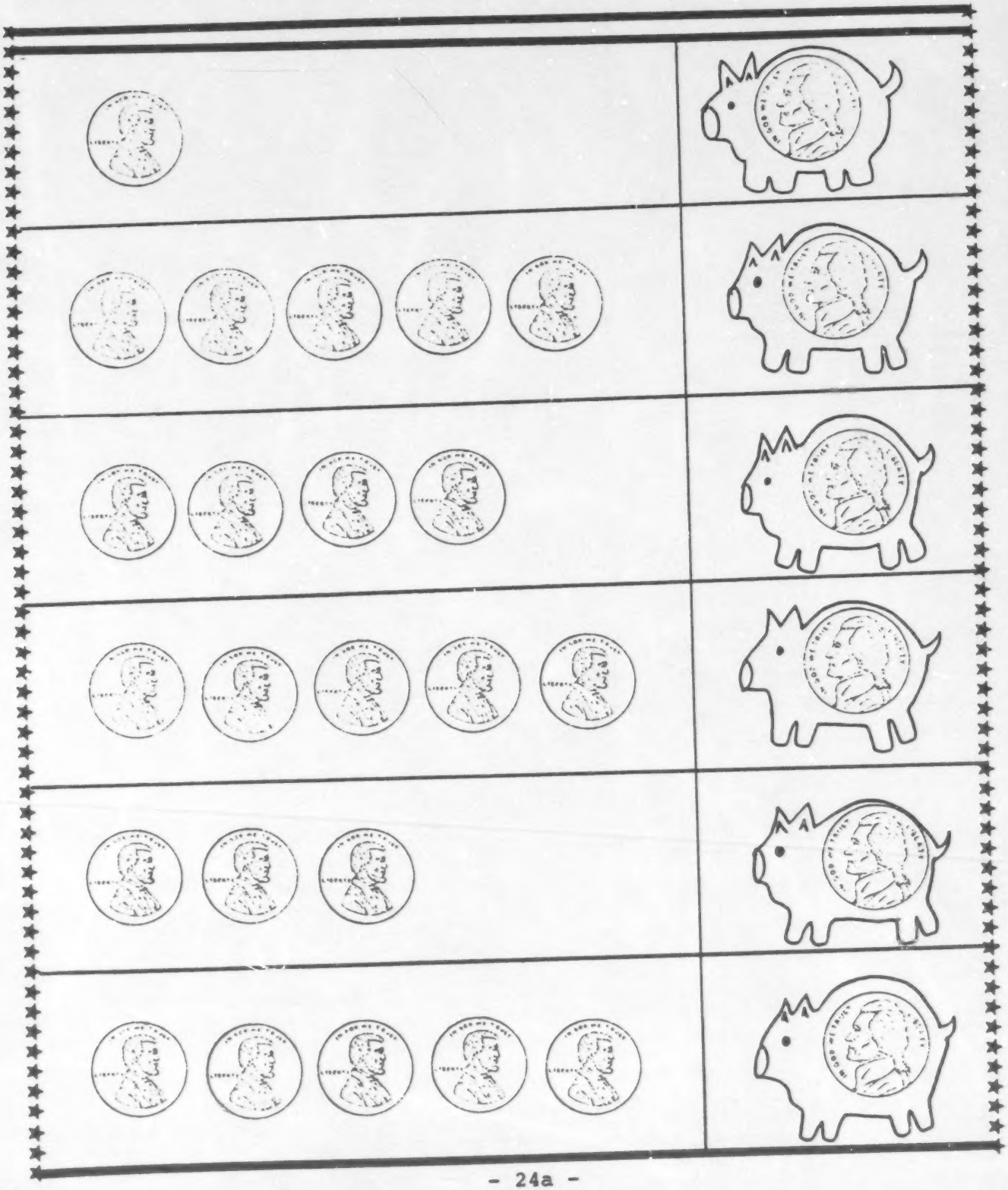
Match how many cupfuls each container can hold.
The first cup has been poured.



P.O. 1.10.07.01

NAME: _____ CLASS: _____ DATE: _____

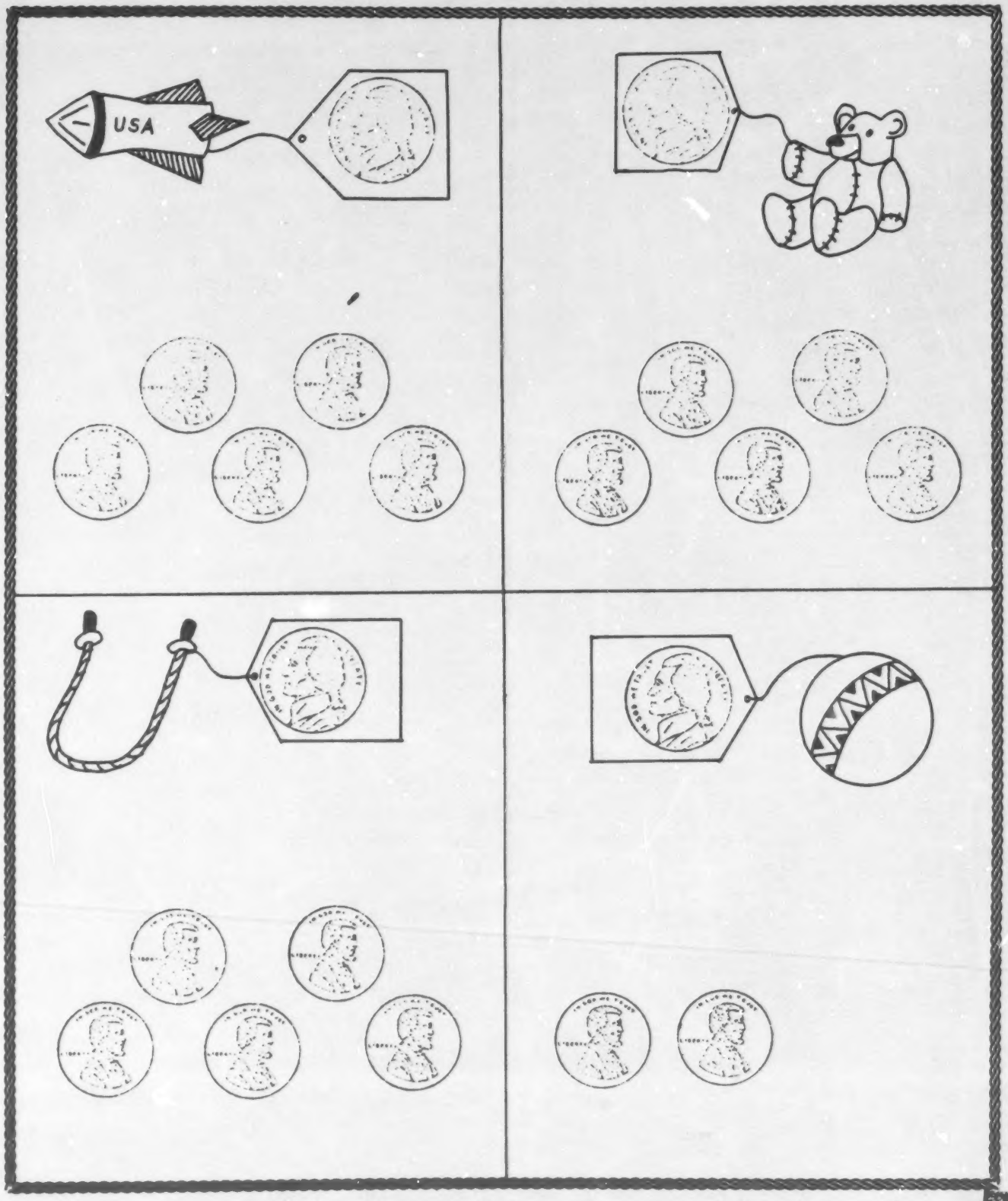
Put an X on the lines that show the same amount of money.



P.O. 1.10.07.02

NAME: _____ CLASS: _____ DATE: _____

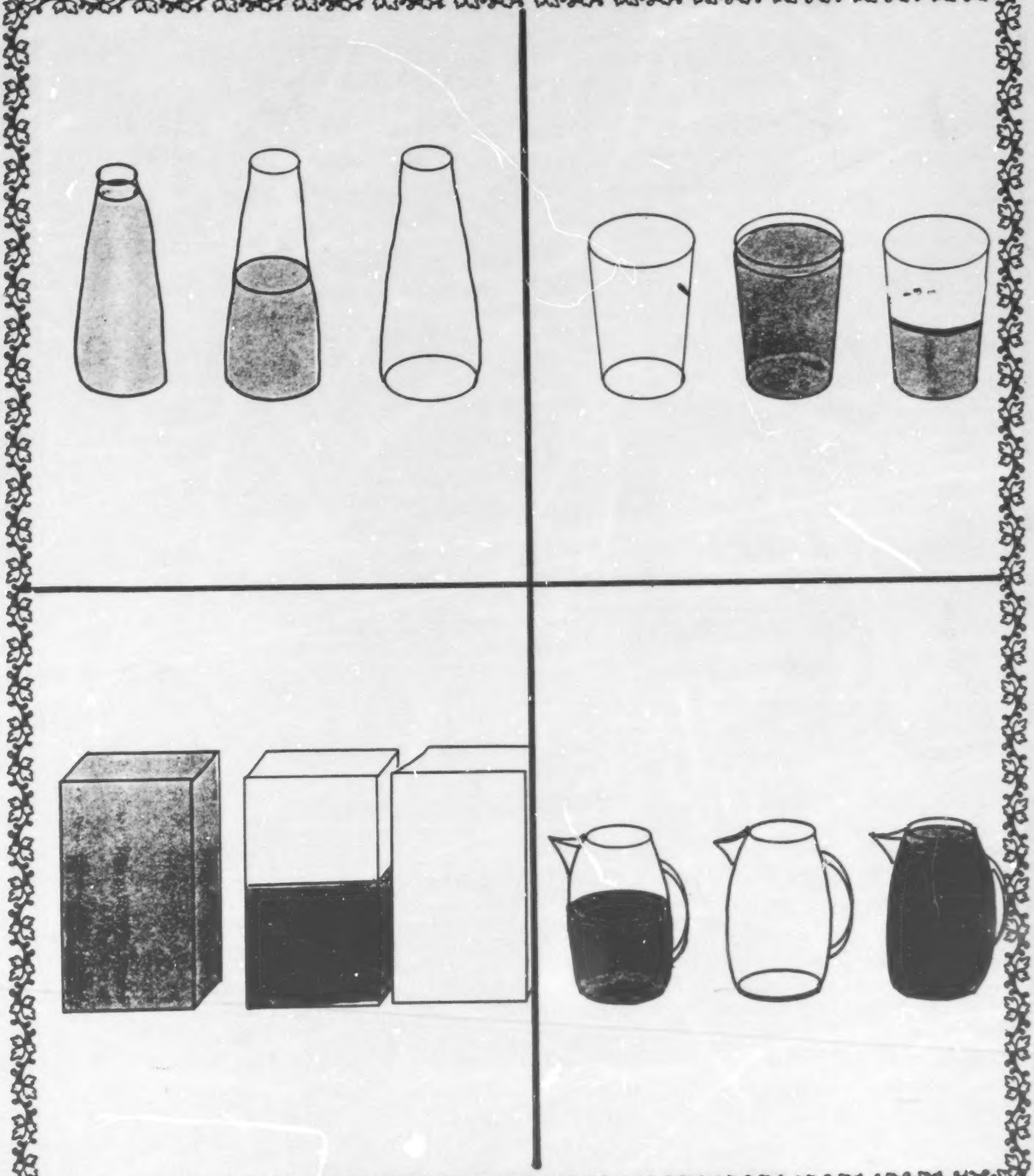
All the toys cost one nickel. Put an X on the boxes which show enough pennies.



P.O. 1.10.08.01

NAME: _____ CLASS: _____ DATE: _____

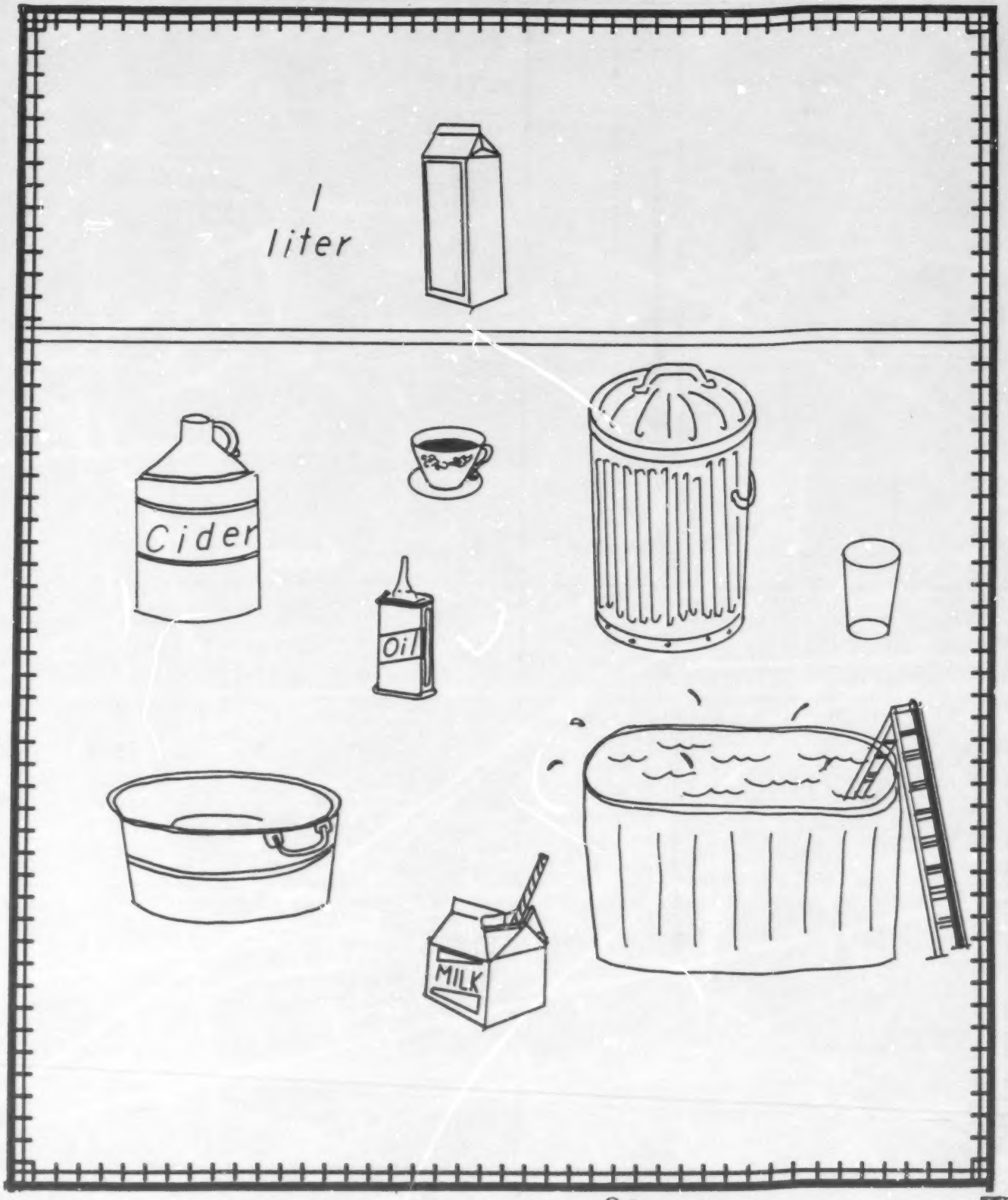
Draw a ring around the container which is full.
Put an X on the container which is empty.
Color the container which is half full.



P.O. 1.10.08.02

NAME: _____ CLASS: _____ DATE: _____

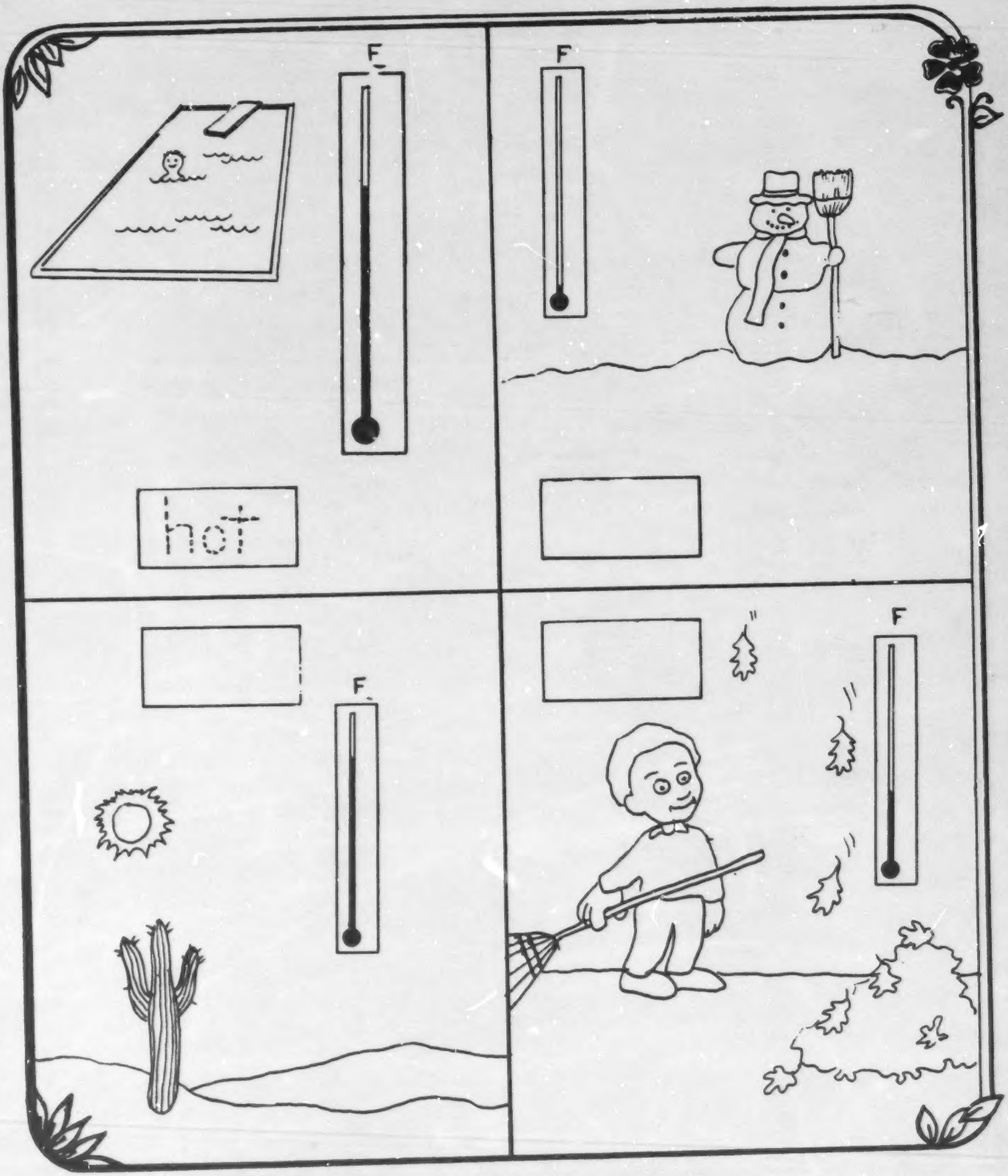
Draw a ring around the containers which hold more than a liter.
Put an X on the containers which hold less than a liter.



P.O. 1.10.09.01

NAME: _____ CLASS: _____ DATE: _____

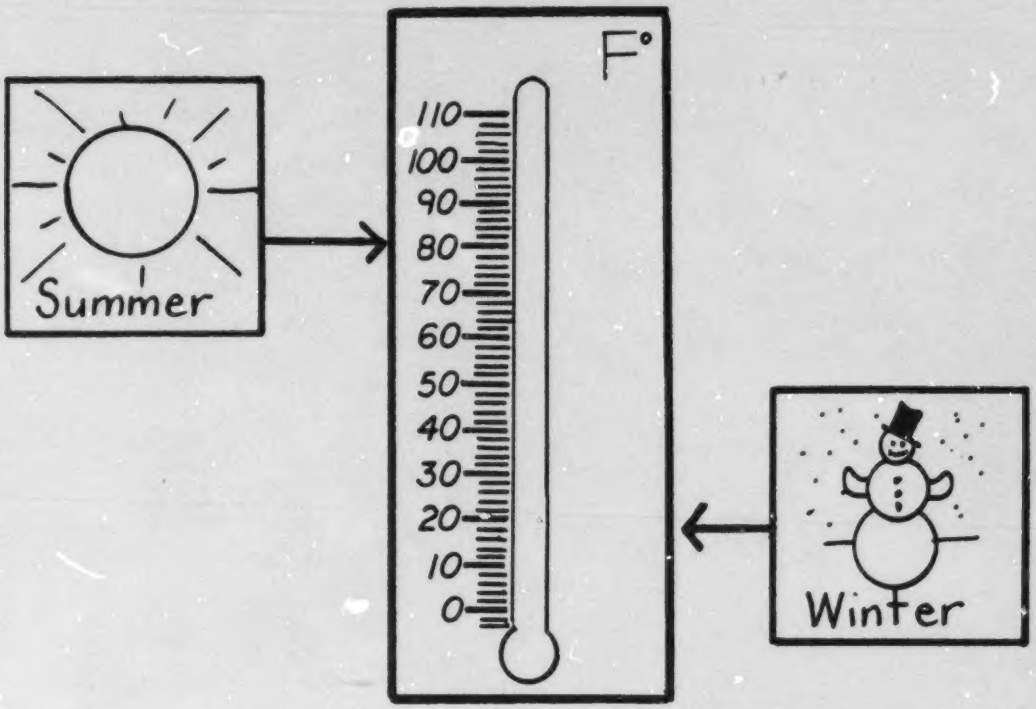
Write hot or cold.



P.O. 1.10.09.02

NAME: _____ CLASS: _____ DATE: _____

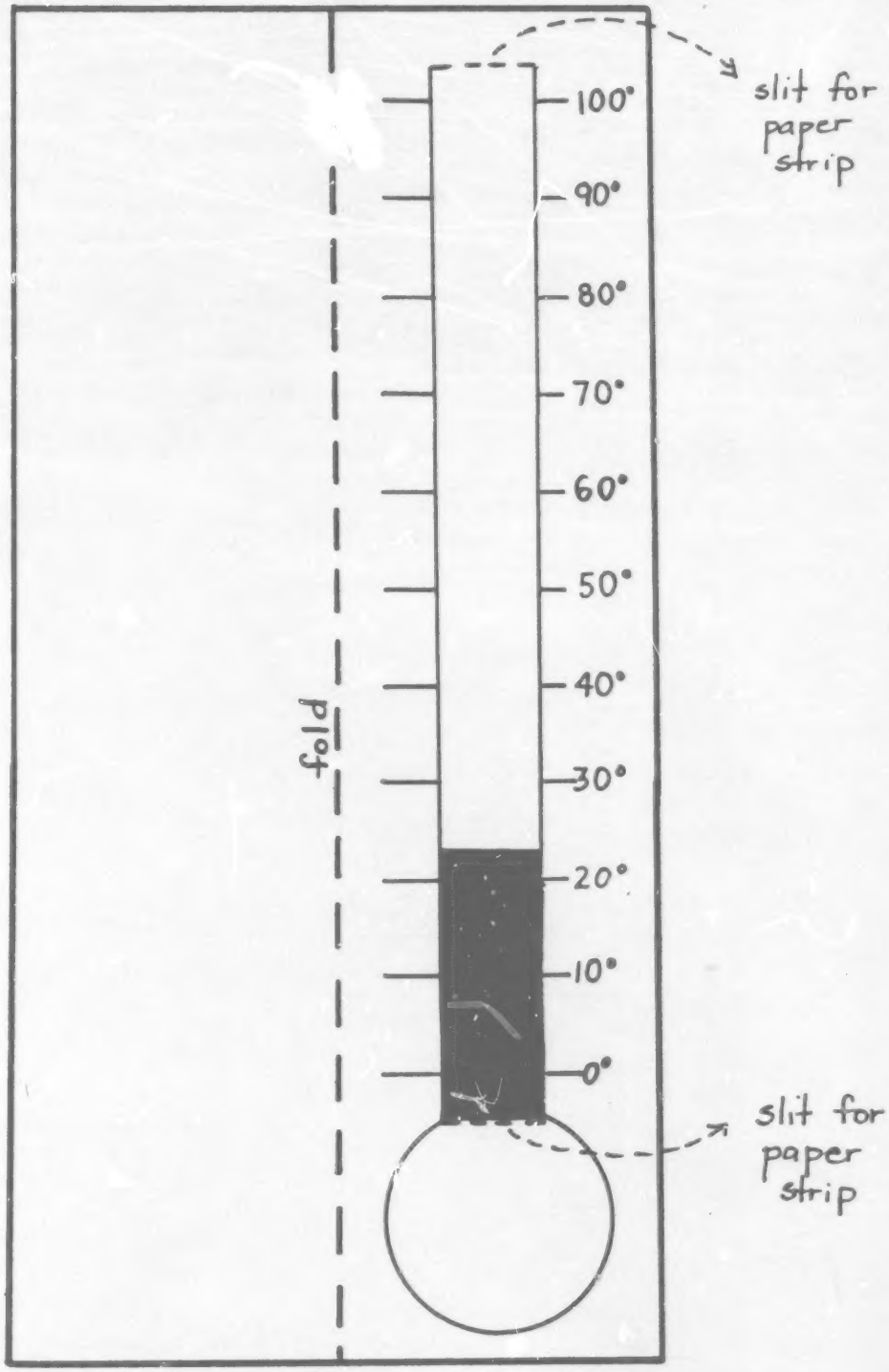
Match the pictures to the season.



P.O. 1.10.10.01

NAME: _____ CLASS: _____ DATE: _____

TEACHER: Cut out and use with P.O. 1.10.10.01 Strategy 1.



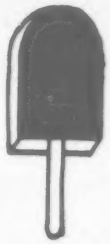
P.O. 1.10.10.01

NAME: _____ CLASS: _____ DATE: _____

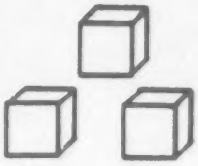
Write 100°C or 0°C on each line.

_____

_____



_____

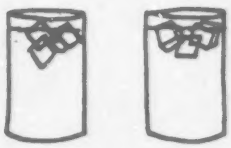


_____

_____

_____

_____

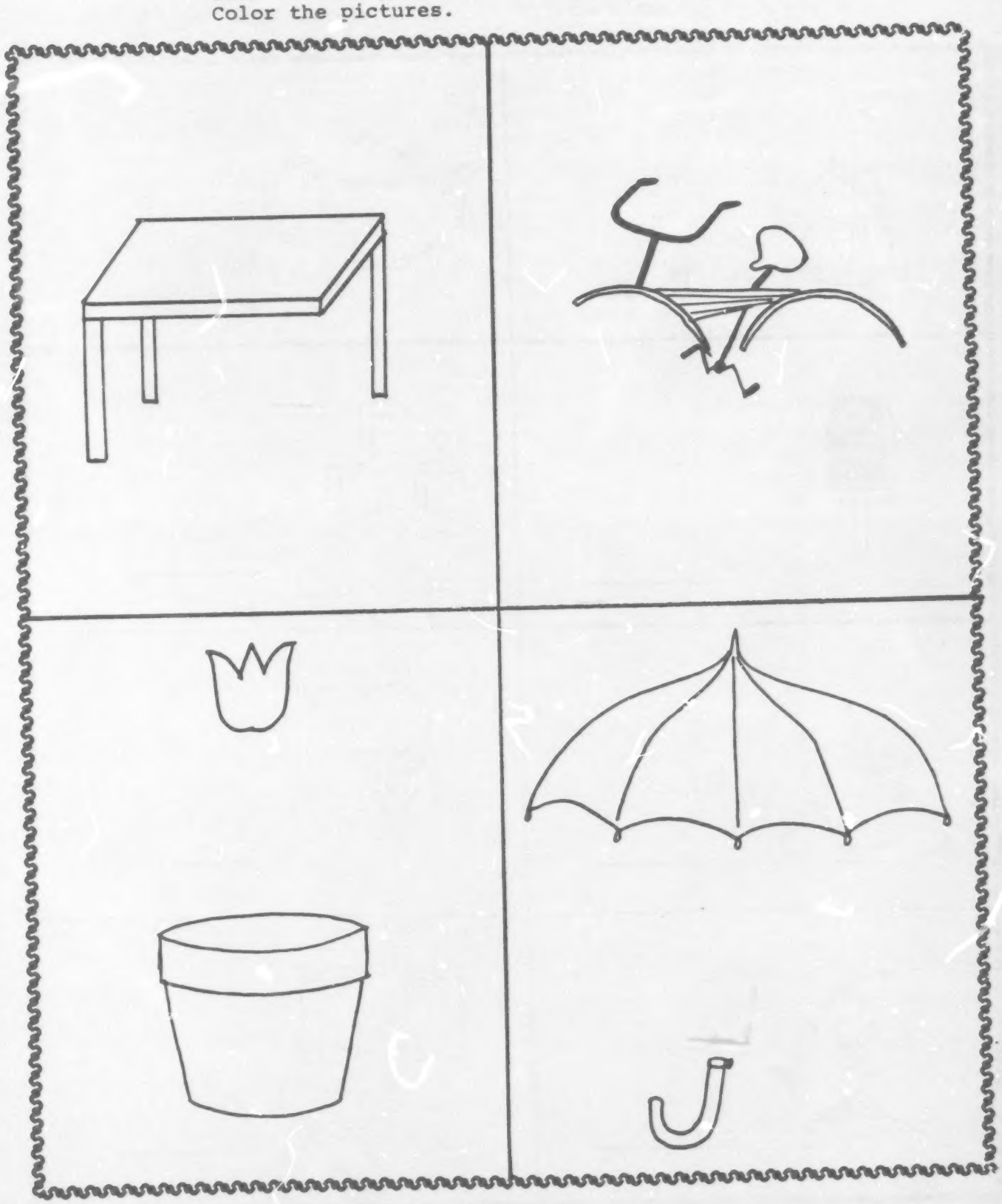


_____

P.O. 1.13.01.01

NAME: _____ CLASS: _____ DATE: _____

Look at each picture. Fill in the missing part.
Color the pictures.



P.O. 1.13.01.01

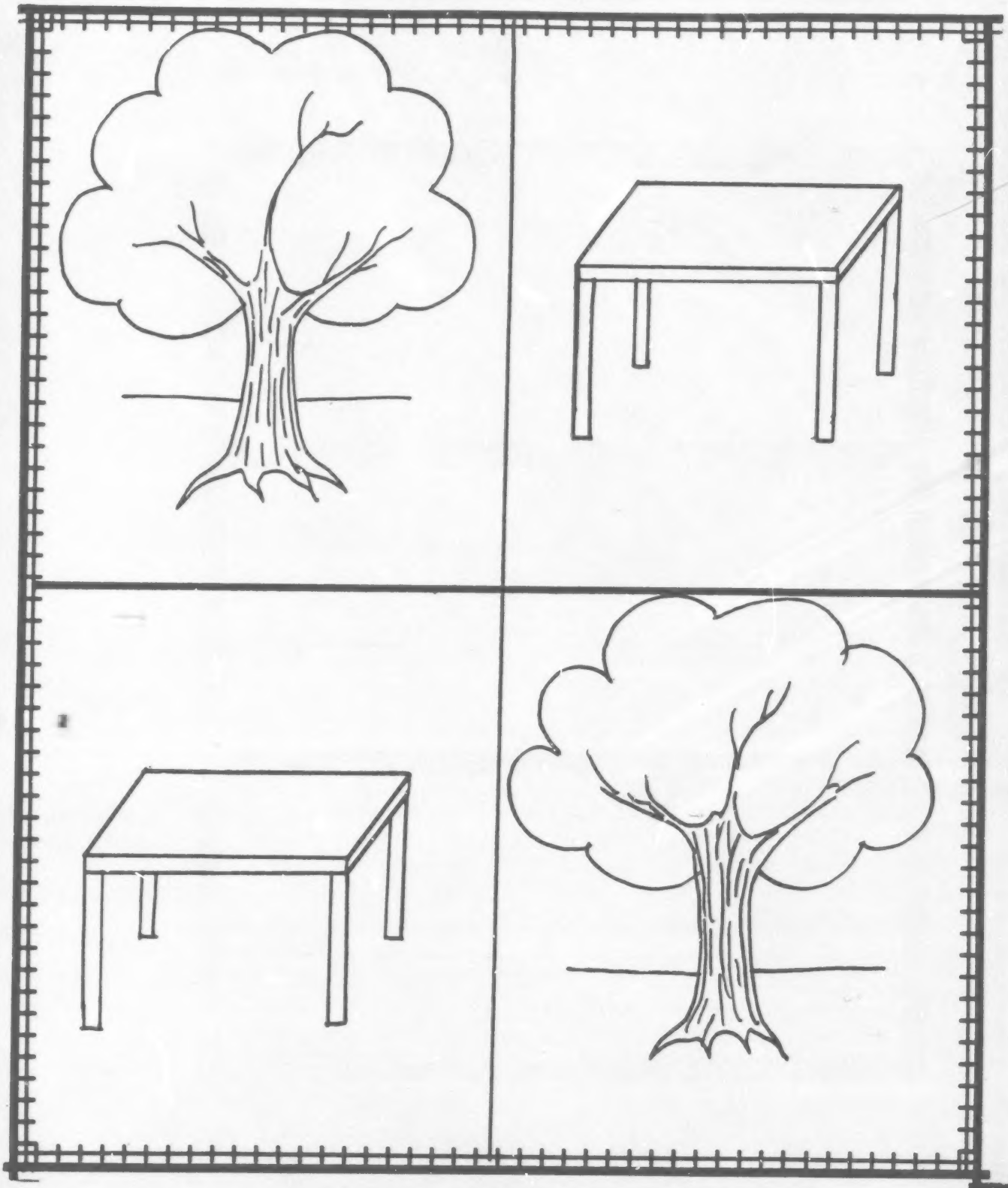
NAME:_____CLASS:_____DATE:_____

What is the clown missing? Cut out the parts and paste them where they belong.

P.O. 1.13.01.02

NAME: _____ CLASS; _____ DATE: _____

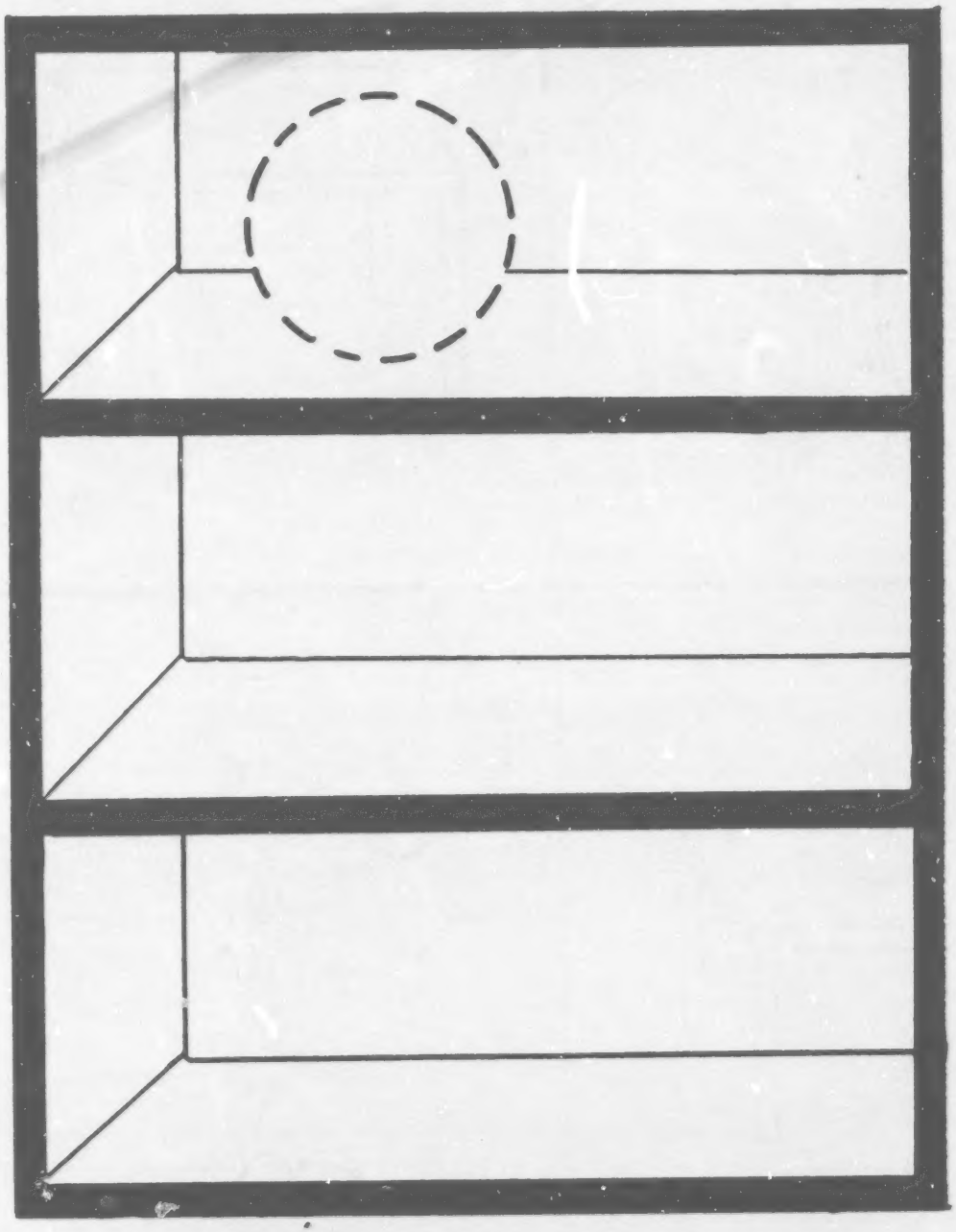
Draw 3 red apples on the tree. Draw 2 boxes on the table. Draw a ball under the table. Draw 2 red apples on the tree and one red apple on the ground.



P.O. 1.13.01.02

NAME:_____ CLASS:_____ DATE:_____

Draw a big blue ball on the top shelf.
Draw a yellow truck on the middle shelf.
Draw a green kite on the bottom shelf.



P.O. 1.13.02.01

NAME: _____ CLASS: _____ DATE: _____

How many cars? How many cans?
How many houses? How many children?

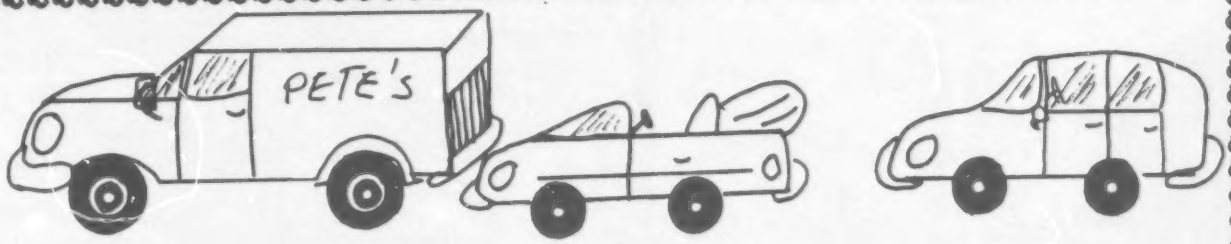
How many ? ☐ How many ? ☐

How many ? ☐ How many ? ☐

P.O 1.13.02.02

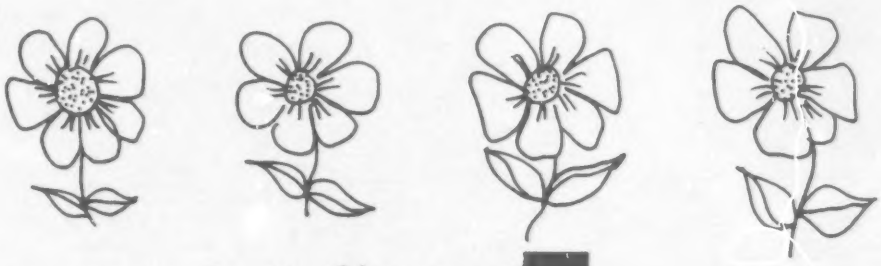
NAME: _____ CLASS: _____ DATE: _____

Put a period (.) after a fact.
Put a question mark (?) after a question.



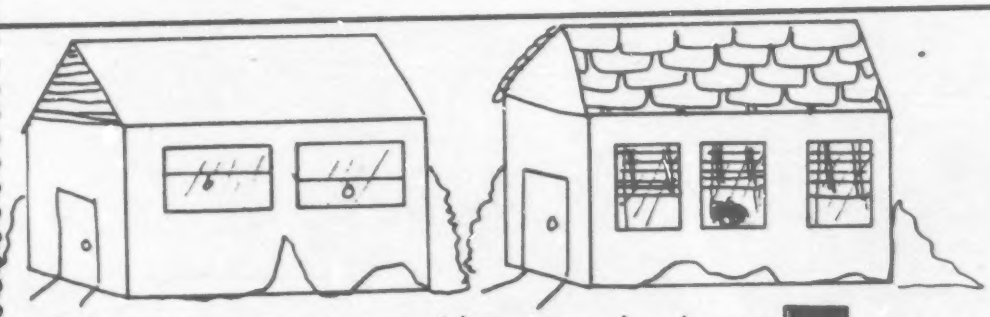
There is one truck

Are there two cars



Do you see four flowers

The flowers are pretty



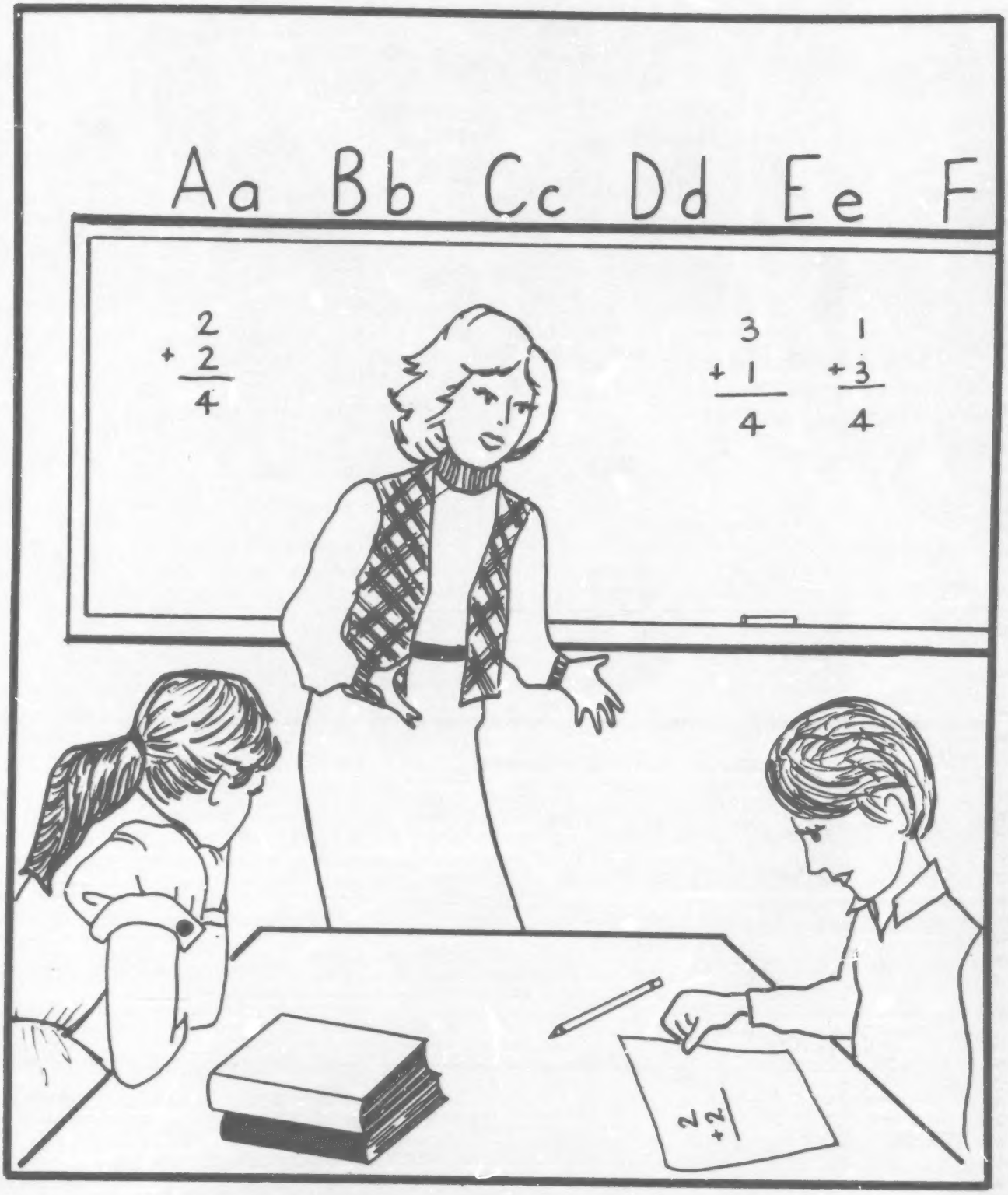
One house has three windows

How many windows does the other house have

P.O. 1.13.02.03

NAME: _____ CLASS: _____ DATE: _____

TEACHER: Ask students to generate questions about the picture.



P.O. 1.13.03.01

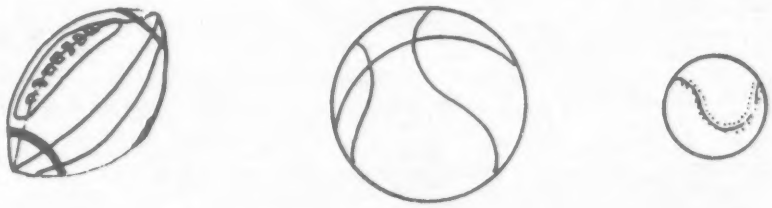
NAME: _____ CLASS: _____ DATE: _____

Color the number of children in your family. Use tally marks on the table.
Color your favorite ball. Ask your friends to pick their favorite ball.
Use tally marks on the table.

A.

Sisters	
Brothers	

B.



Football	
Basketball	
Baseball	

P.O. 1.13.03.02

NAME: _____ CLASS: _____ DATE: _____

Look at the table. Answer the questions.

Pets	
Dogs	/////
Cats	///
Fish	////
Birds	/
Other	/////
None	//

Look at the table.

How many people own:

dogs? _____ birds? _____

cats? _____ other? _____

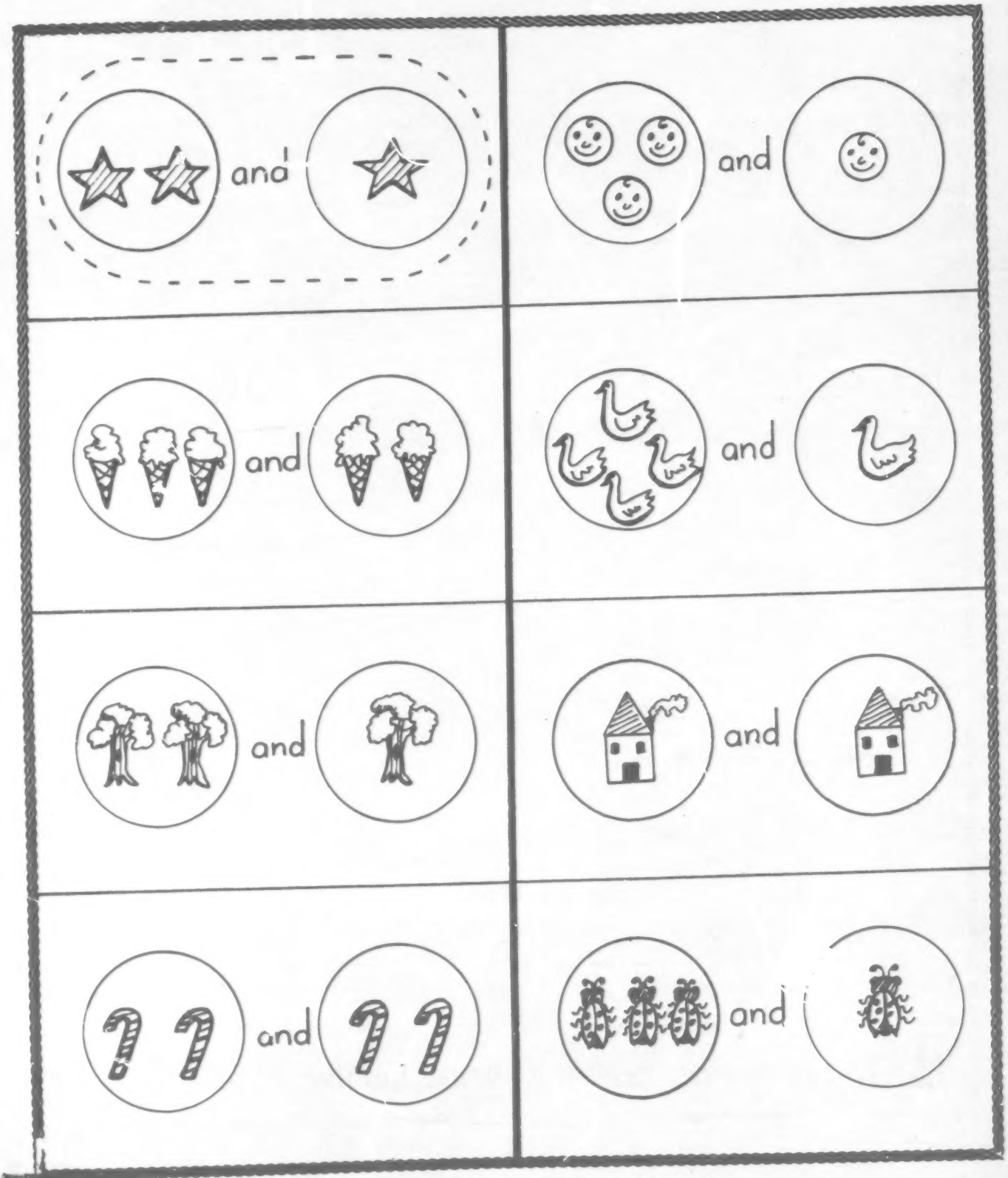
fish? _____ none? _____

Which two groups have the same number of pets?

P.O.1.02.01.01-.02

NAME:_____ CLASS:_____ DATE:_____

Circle both groups making one larger group.



P.O. 1.02.01.03

NAME: _____ CLASS: _____ DATE: _____

Circle the plus (+) symbols.

+ ○ 3 □	5 + ★ 4
○ 3 + 4	★ 4 + 6
5 7 + ★	8 ☺ + 1
1 3 4 +	+ ★ △ ☺
+ □ △ +	1 △ + ★
+ △ + +	+ 1 + 1

P.O. 1.02.01.04

NAME: _____ CLASS: _____ DATE: _____

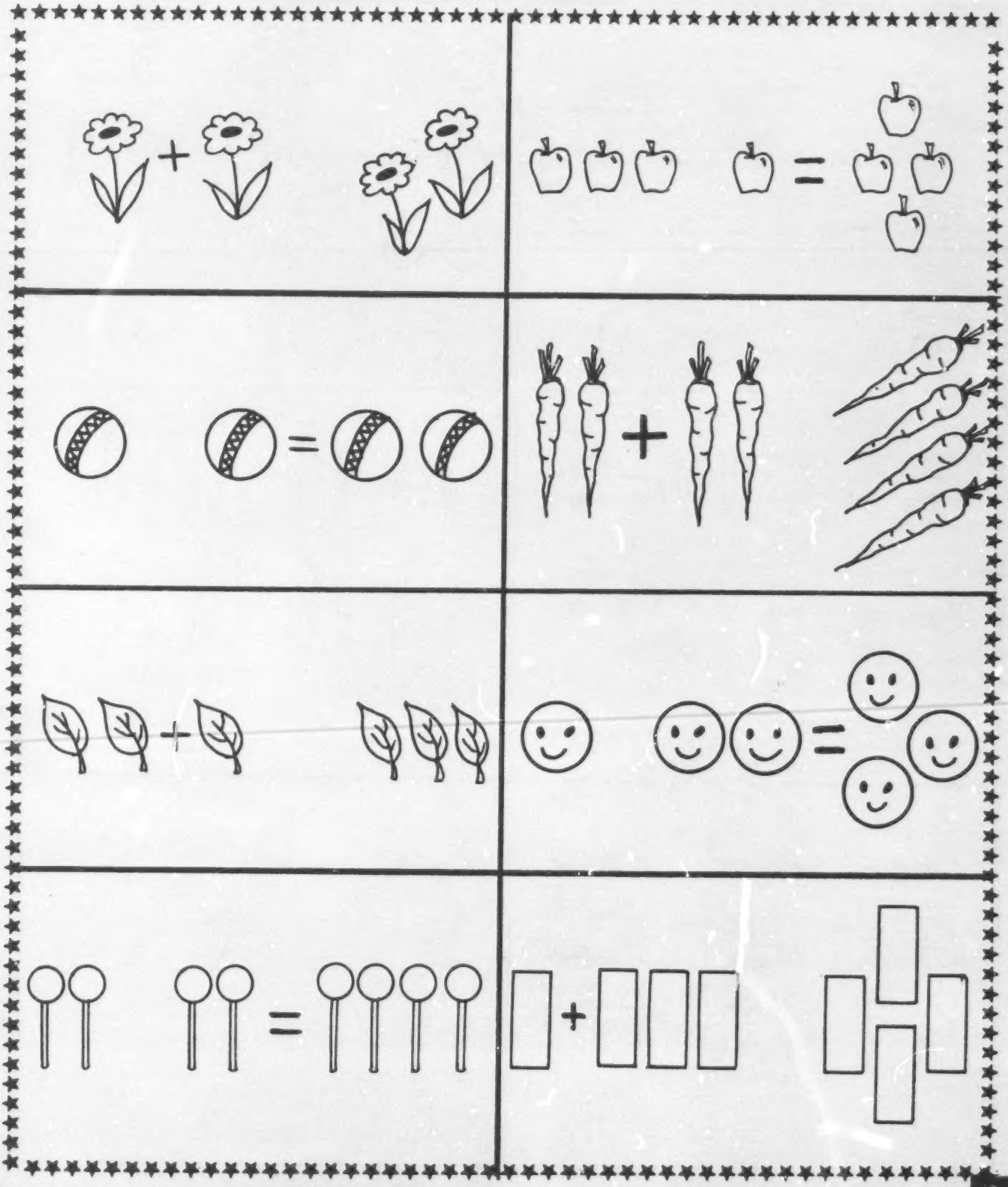
Circle the equal (=) symbols.

= 1 ☆ ☺	= 1 4 2
☆ ☺ 1 =	= 4 3 =
= + ☆ ☺	= + = +
+ = ☺ 3	= 5 ☆ =
= + = =	+ = + +

P.O. 1.02.01.05

NAME: _____ CLASS: _____ DATE: _____

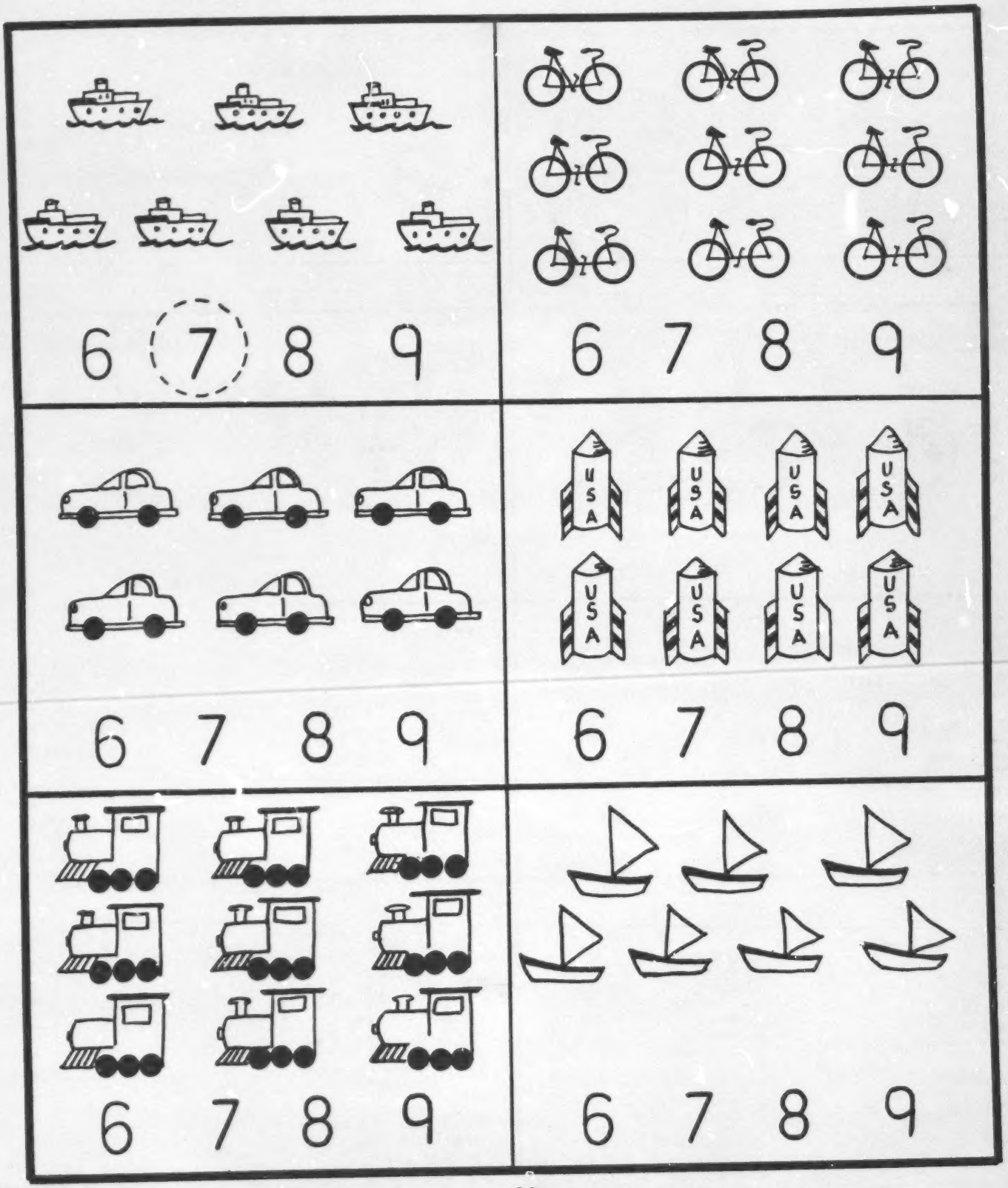
Write the missing symbol (+ or =) in each sentence.



P.O. 1.01.09.01

NAME: _____ CLASS: _____ DATE: _____

Draw a ring around the number which shows how many there are in each group.



P.O. 1.01.09.02

NAME: _____ CLASS: _____ DATE: _____

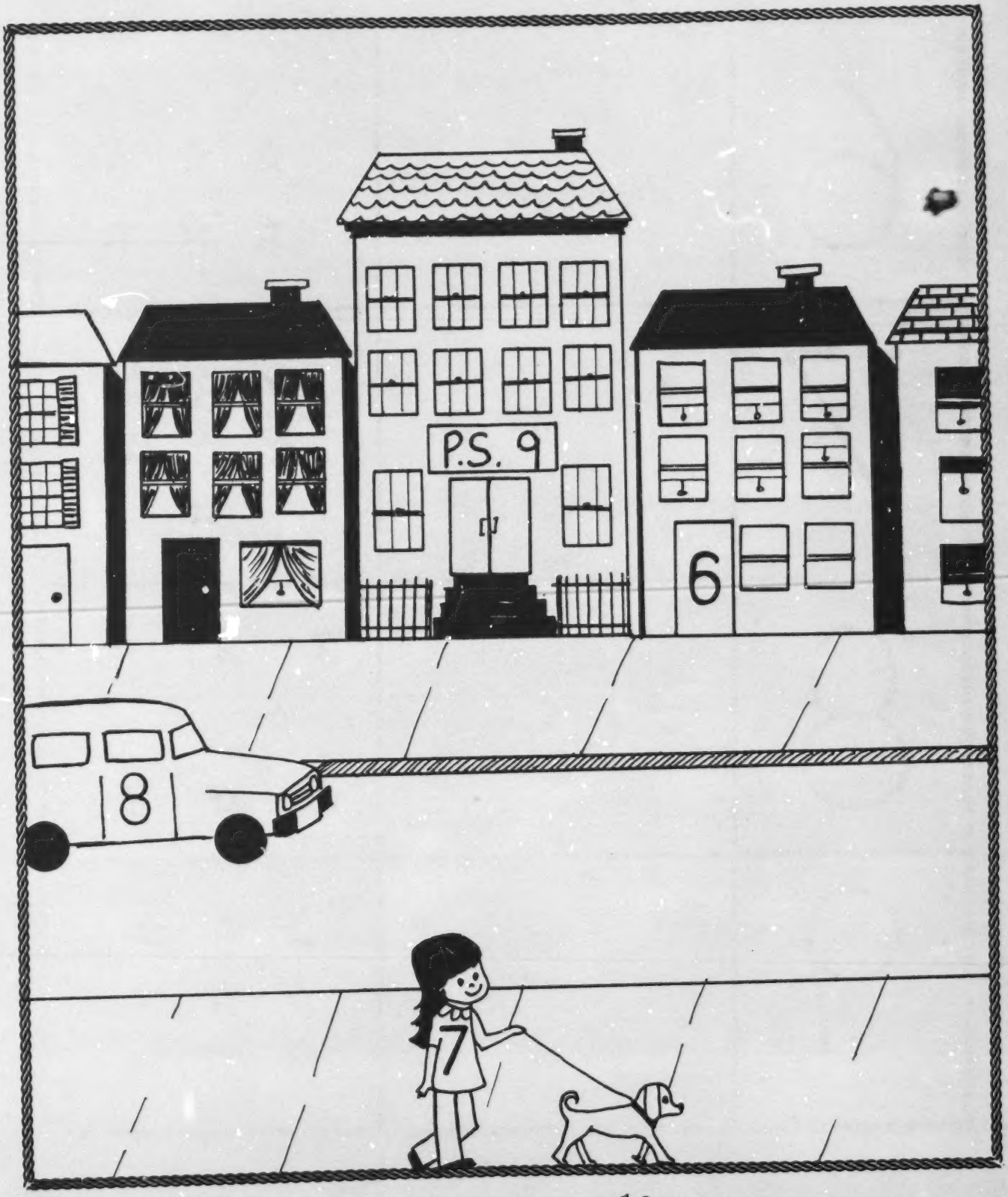
Write the number words.

6	SIX	☆ ☆ ☆ ☆ ☆ ☆
7		☆ ☆ ☆ ☆ ☆ ☆ ☆
8		☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆
9		☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

P.O. 1.01.09.03

NAME: _____ CLASS: _____ DATE: _____

Color the spaces with the numbers 6, 7, 8 and 9.



P.O. 1.01.10.01

NAME: _____ CLASS: _____ DATE: _____

Draw Indian stick figures for each number sentence.

One little Indian _____

Two little Indians _____

Three little Indians _____

Four little Indians _____

Five little Indians _____

Six little Indians _____

Seven little Indians _____

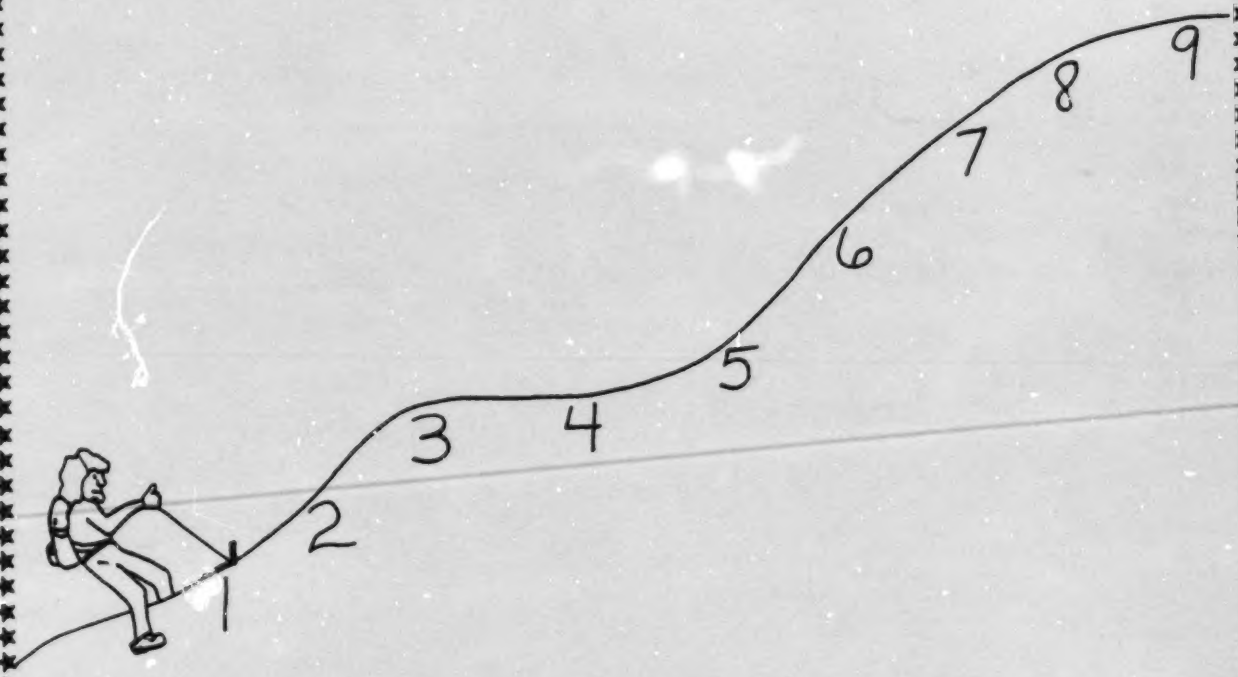
Eight little Indians _____

Nine little Indian boys and girls. _____

P.O. 1.01.10.02

NAME: _____ CLASS: _____ DATE: _____

Fill in the number which comes after the given number.

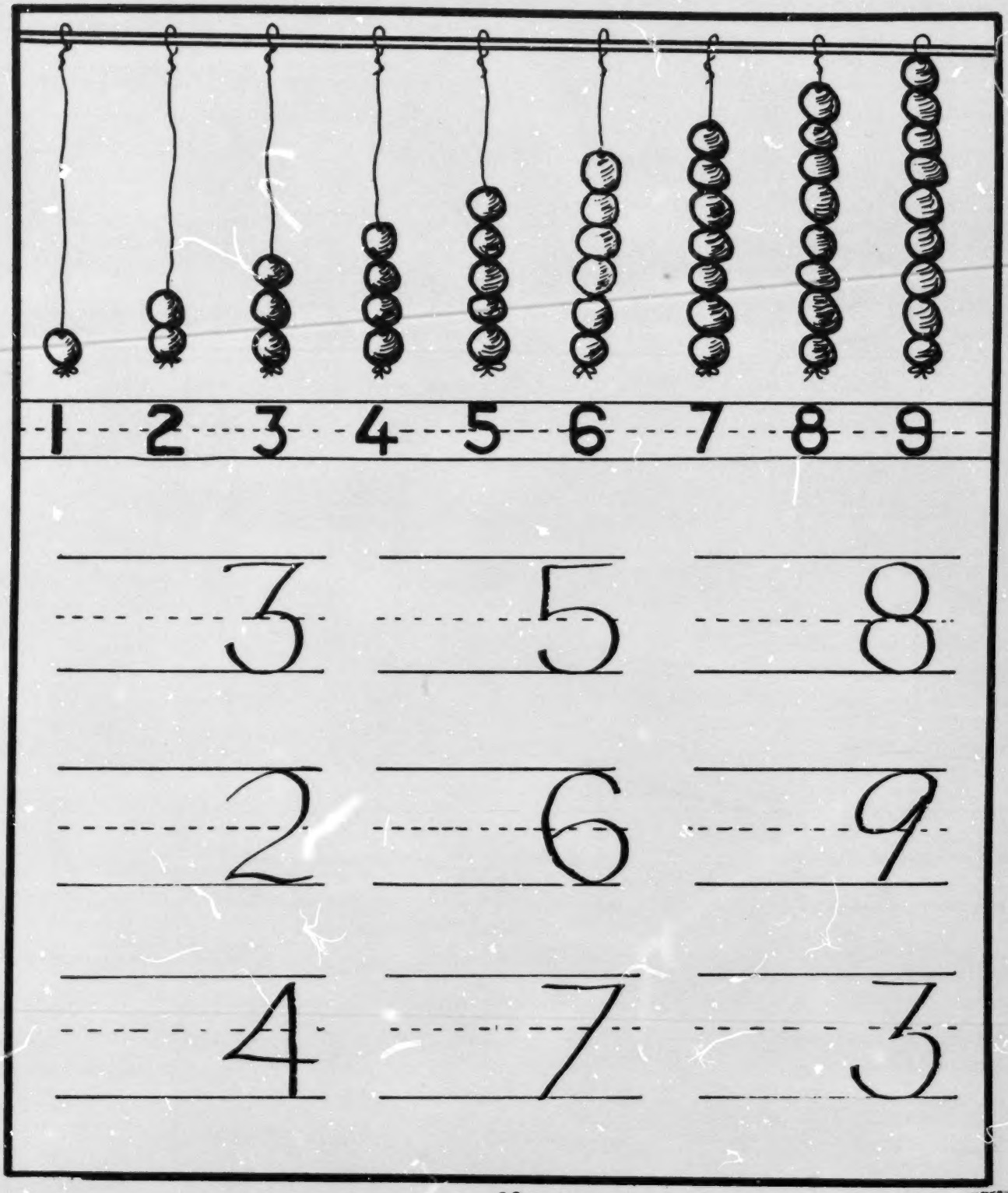


3 ____	2 ____	5 ____
5 ____	1 ____	8 ____
8 ____	4 ____	6 ____
7 ____	6 ____	1 ____

P.O. 1.01.10.03

NAME: _____ CLASS: _____ DATE: _____

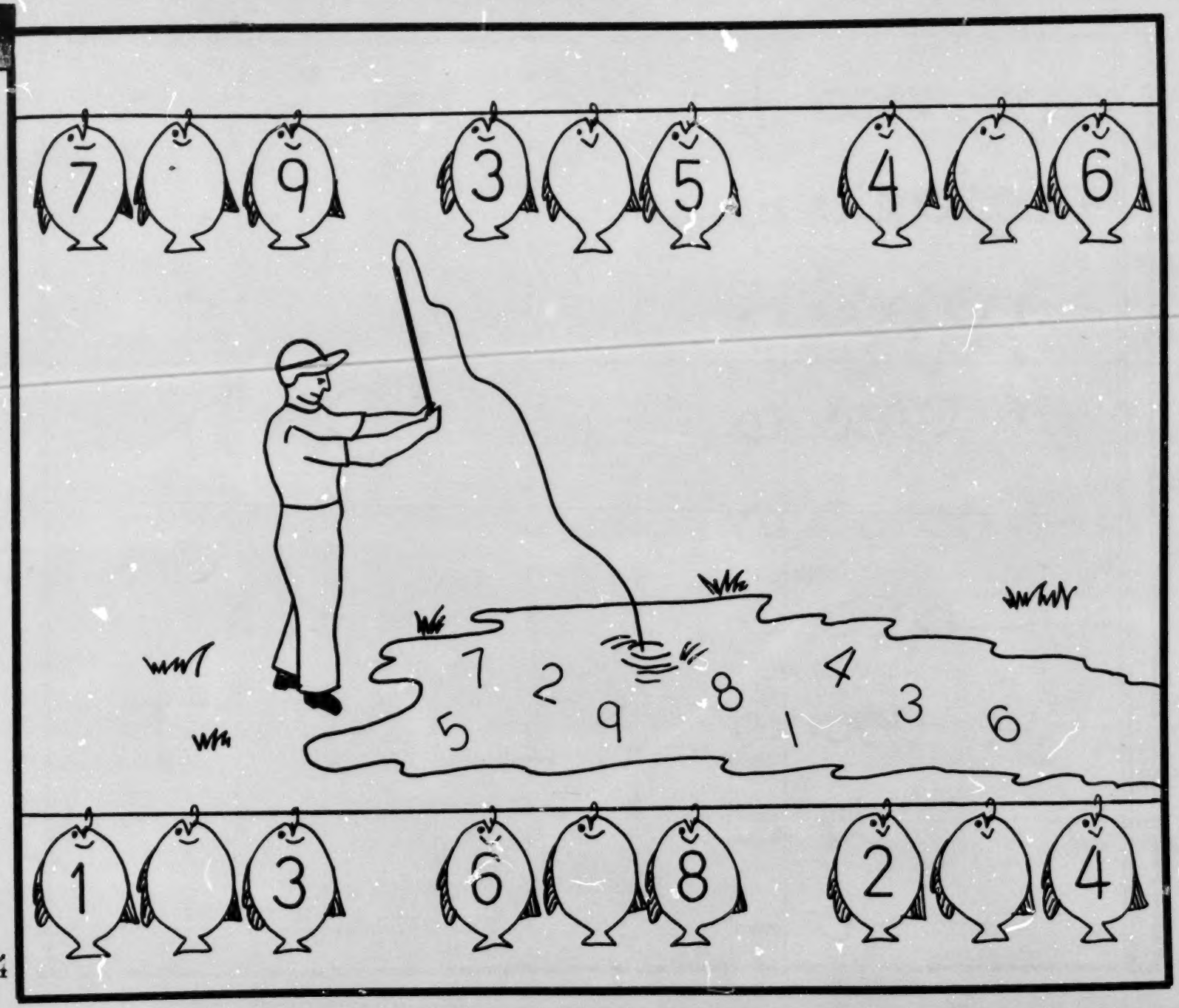
Write the number which comes before the given number.



P.O. 1.01.10.04

NAME: _____ CLASS: _____ DATE: _____

Fill in the missing numbers.



P.O. 1.02.02.01

NAME: _____ CLASS: _____ DATE: _____

Draw an X on the frame in each box.

2 + 3 = ☒	☐ + 1 = 4
3 + ☐ = 5	1 + 4 = ☐
☐ + 1 = 5	1 + ☐ = 2
2 + ☐ = 3	2 + 2 = ☐

P.O. 1.02.02.02

NAME: _____ CLASS: _____ DATE: _____

Write the (+) symbol in the correct place.

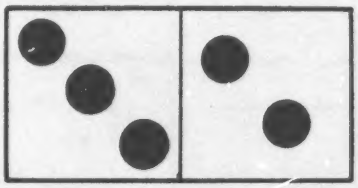
3 + 2 □	1 2 □	2 2 □	1 4 □
2 3 □	2 1 □	4 1 □	3 1 □

P.O. 1.02.02.03

NAME: _____ CLASS: _____ DATE: _____

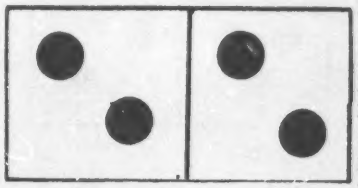
Write the (+) and (=) symbol in each box. Write the sum.

3 + 2 = ☐

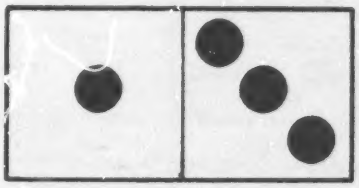


2
2

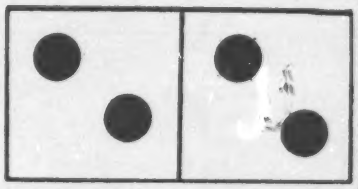
☐



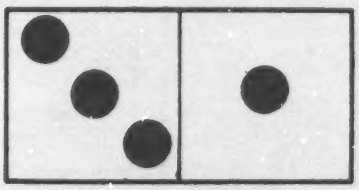
3
1
☐



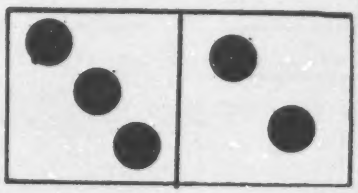
2 2 ☐



3 1 ☐



3
2
☐



P.O. 1.02.03.01

NAME: _____ CLASS: _____ DATE: _____

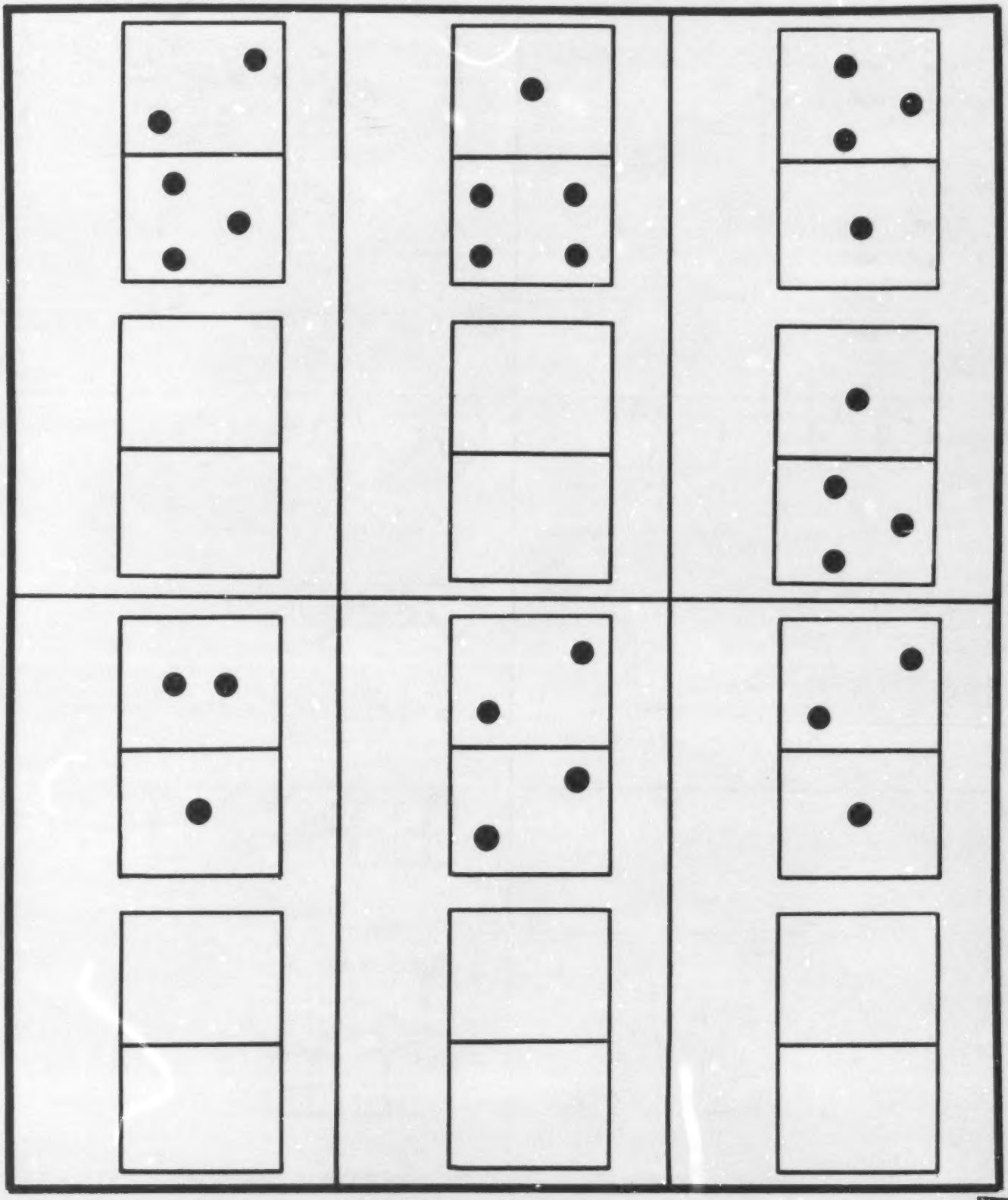
Write the addition fact for each picture.

3 + 2 = 5	+ =	+ =
+ =	+ =	+ =
+ 2 = 3	+	+
+	+	+

P.O. 1.02.03.02

NAME: _____ CLASS: _____ DATE: _____

Turn the paper. Draw the set.



P.O. 1.02.03.03

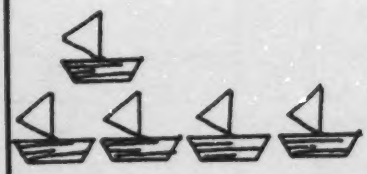
NAME: _____ CLASS: _____ DATE: _____

Write the number sentence another way.

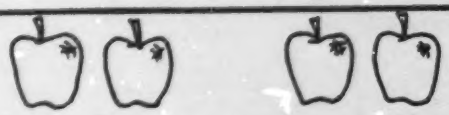
2 + 1 = 3

$$\begin{array}{r} 2 \\ +\ 1 \\ \hline 3 \end{array}$$

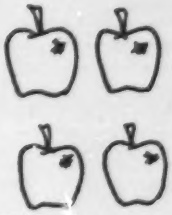
___ + ___ = ___



$$\begin{array}{r} 1 \\ +\ 4 \\ \hline \end{array}$$

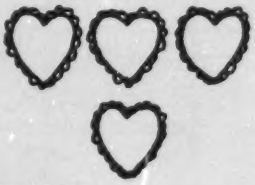


2 + 2 = ___



+ ___

___ + ___ = ___

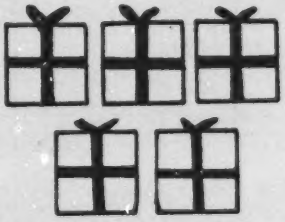


$$\begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$$

___ + ___ = ___

$$\begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array}$$

3 + 2 = ___

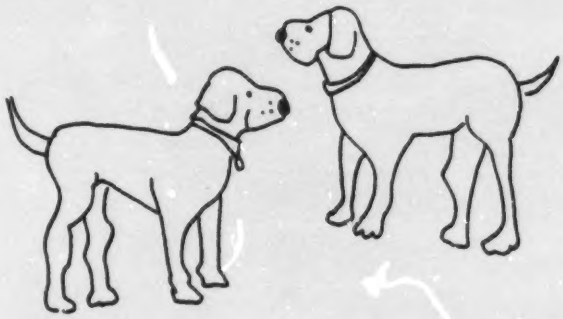


+ ___

P.O. 1.03.01.01

NAME: _____ CLASS: _____ DATE: _____

Remove one object from each group.
Draw an X on the object you are removing.

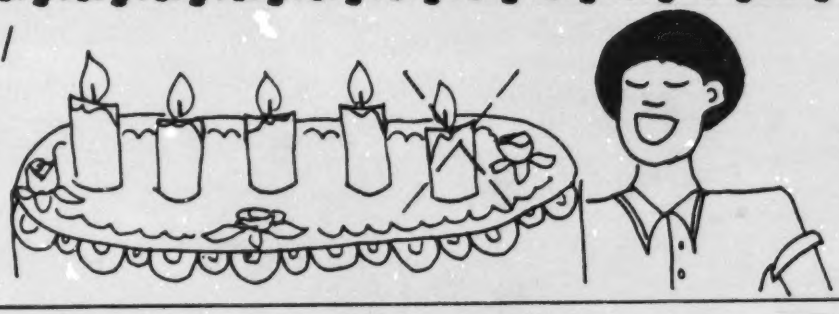


P.O. 1.03.01.02

NAME: _____ CLASS: _____ DATE: _____

Cross out one object on each line. Circle the word that tells if the group which is left is bigger or smaller.

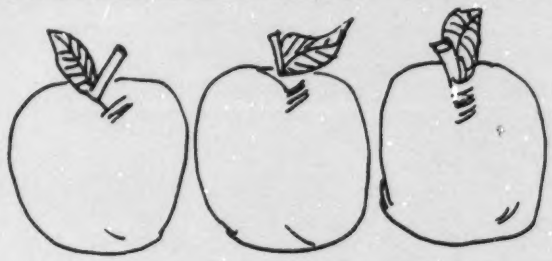
1



bigger

smaller

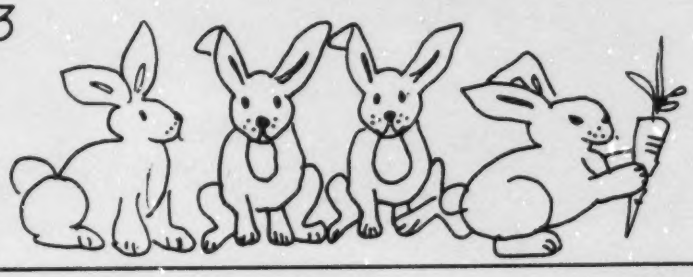
2



bigger

smaller

3



bigger

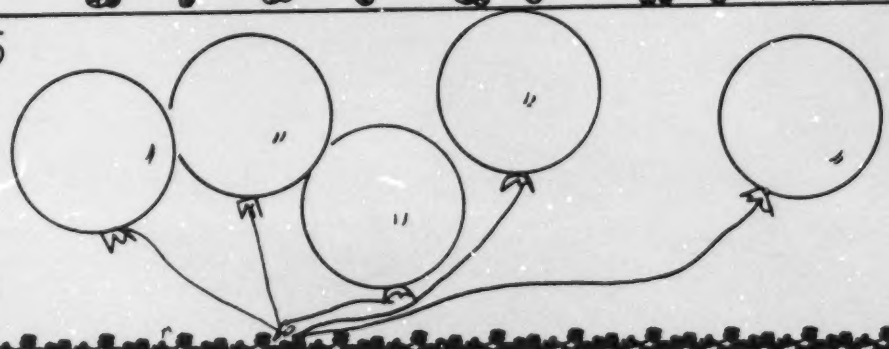
smaller

4

bigger

smaller

5



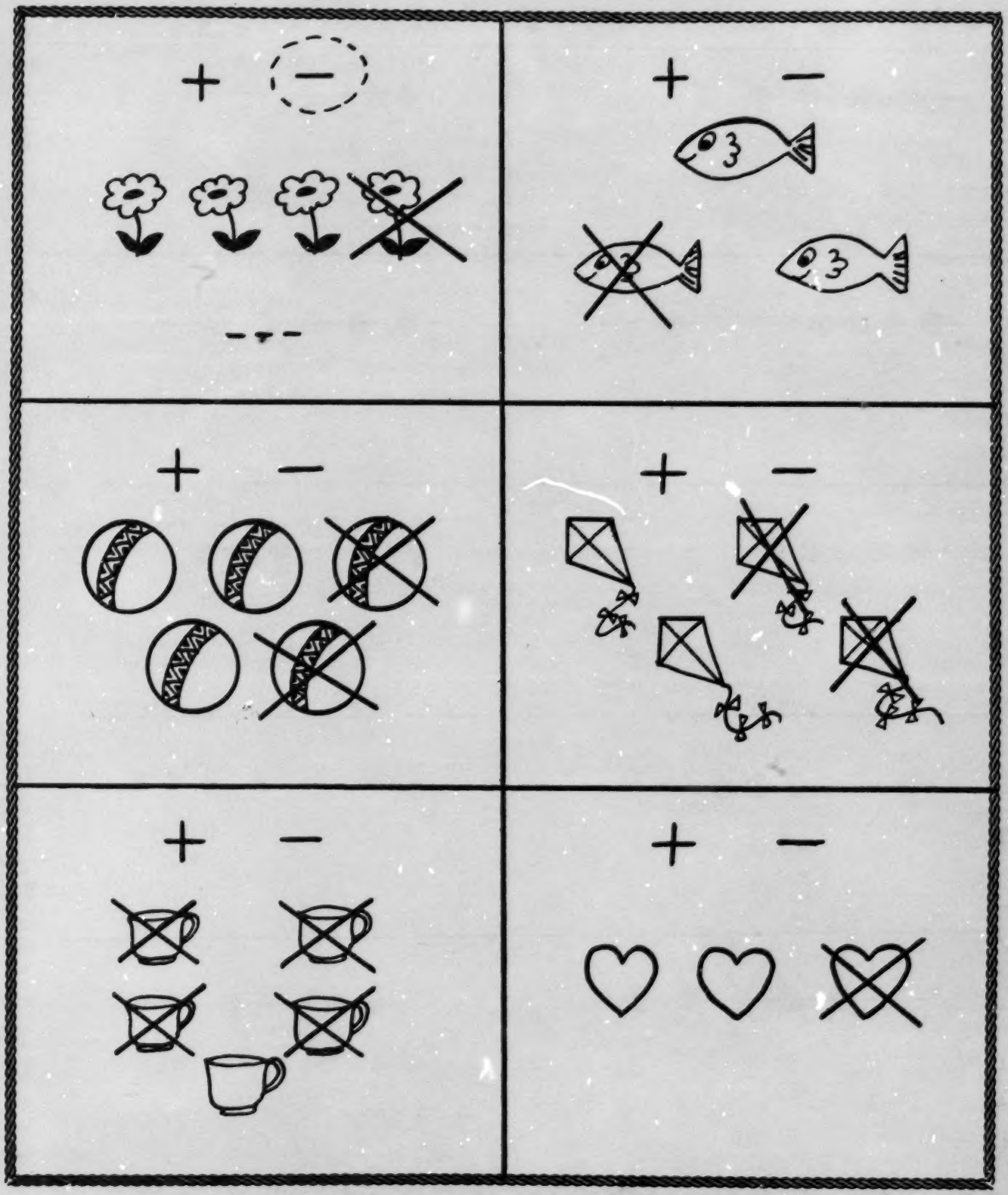
bigger

smaller

P.O. 1.03.02.01

NAME: _____ CLASS: _____ DATE: _____

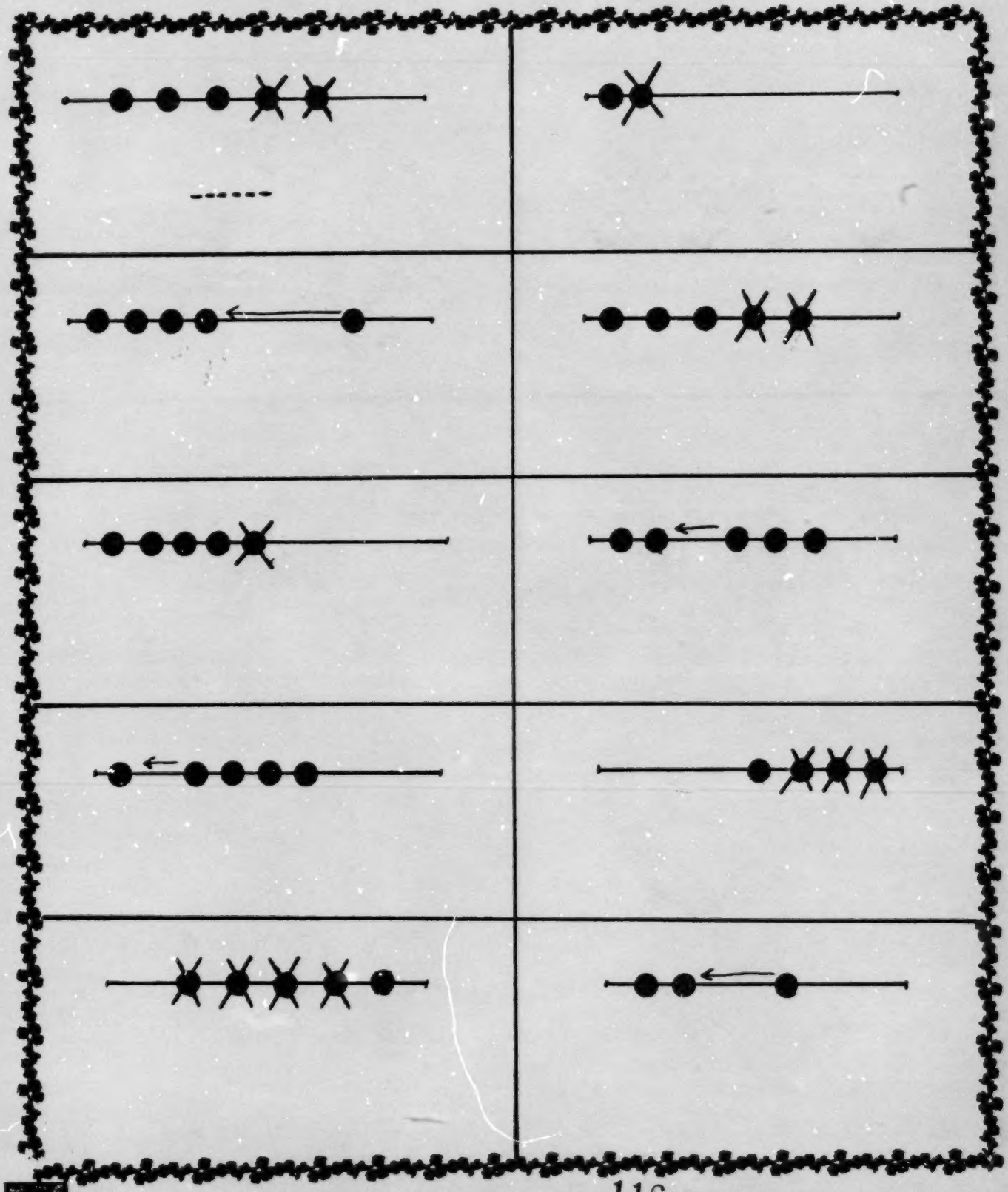
Circle the minus sign in each box. Write the minus sign under the picture.



P.O. 1.03.02.02

NAME: _____ CLASS: _____ DATE: _____

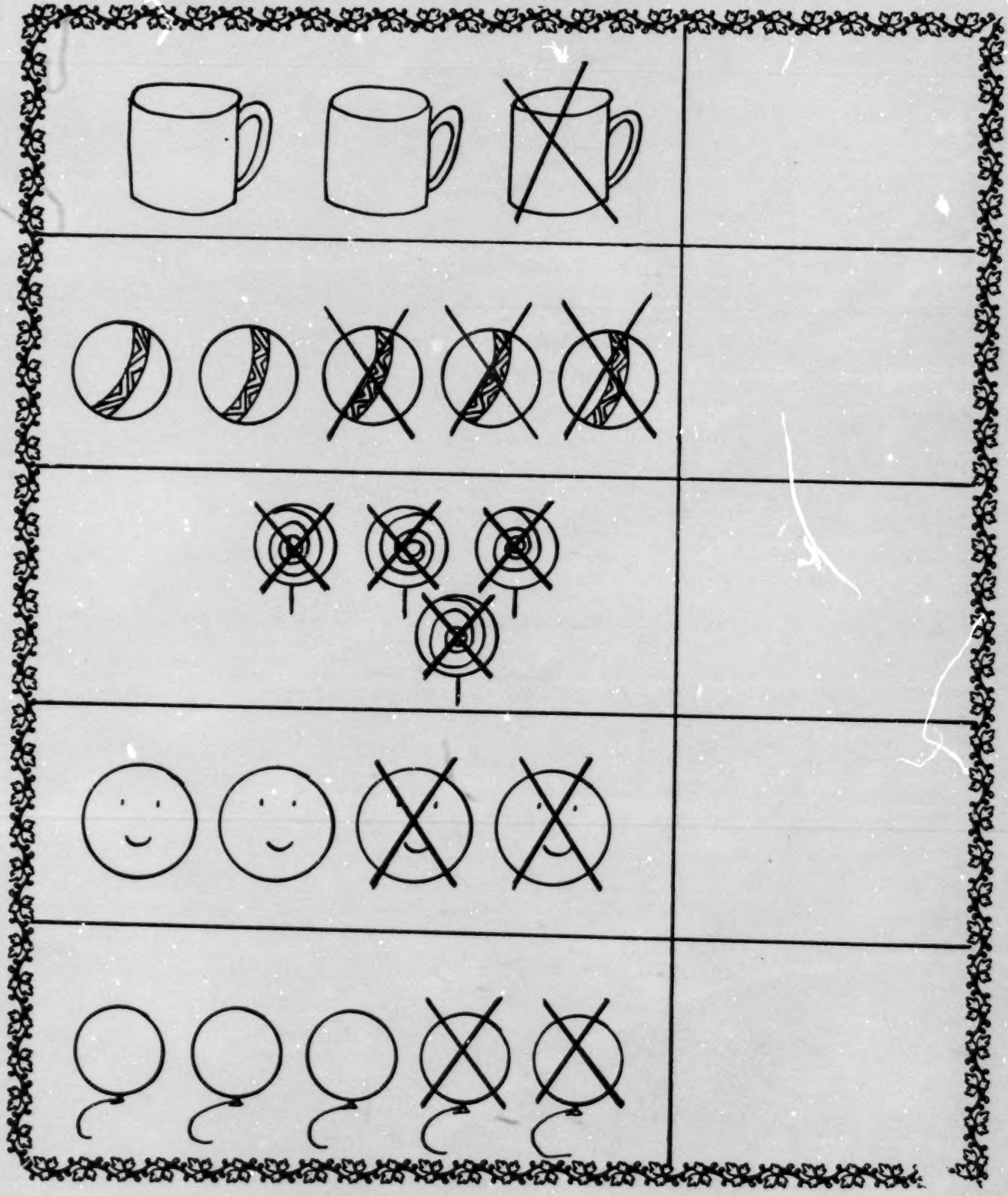
Look at the number line. Write (+) or (-).



P.O. 1.03.02.03

NAME: _____ CLASS: _____ DATE: _____

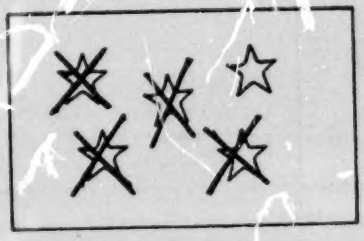
TEACHER: Read each number story to students varying language to say subtract, take away or minus.



P.O. 1.03.02.04

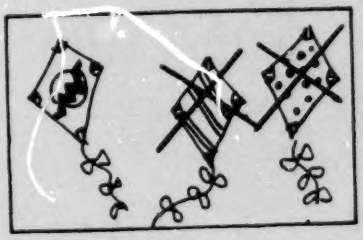
NAME: _____ CLASS: _____ DATE: _____

Circle the minus sign. Write the minus sign in the number sentence.



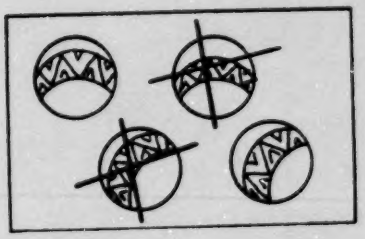
+ −

5 ---- 4 =



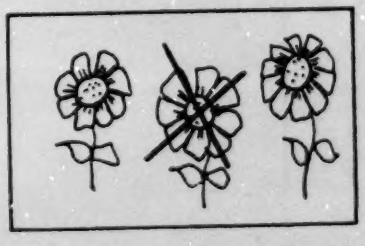
+ −

3 2 =



+ −

4 2 =



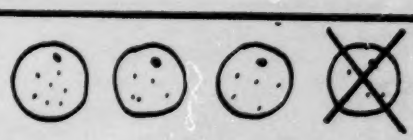
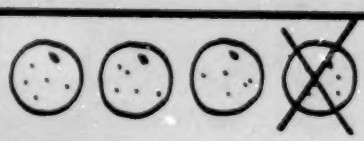
+ −

3 1 =

P.O. 1.03.02.05

NAME: _____ CLASS: _____ DATE: _____

Write the minus sign.

3 --- 2 =	3 --- 2
5 1 =	5 1
4 2 =	4 2
5 2 =	5 2
 4 1 =	 4 1

P.O. 1.03.03.01

NAME: _____ CLASS: _____ DATE: _____

Complete the subtraction sentences for each picture.

3 - 1 = 2

4
- 2
2

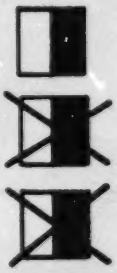
5 - ☐ = ☐

2
- ☐
☐

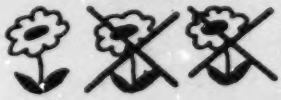
4 - ☐ = ☐

4
- ☐
☐

4 - ☐ = ☐



3
- ☐
☐



3 - ☐ = ☐

5
- ☐
☐

P.O. 1.03.03.02

NAME: _____ CLASS: _____ DATE: _____

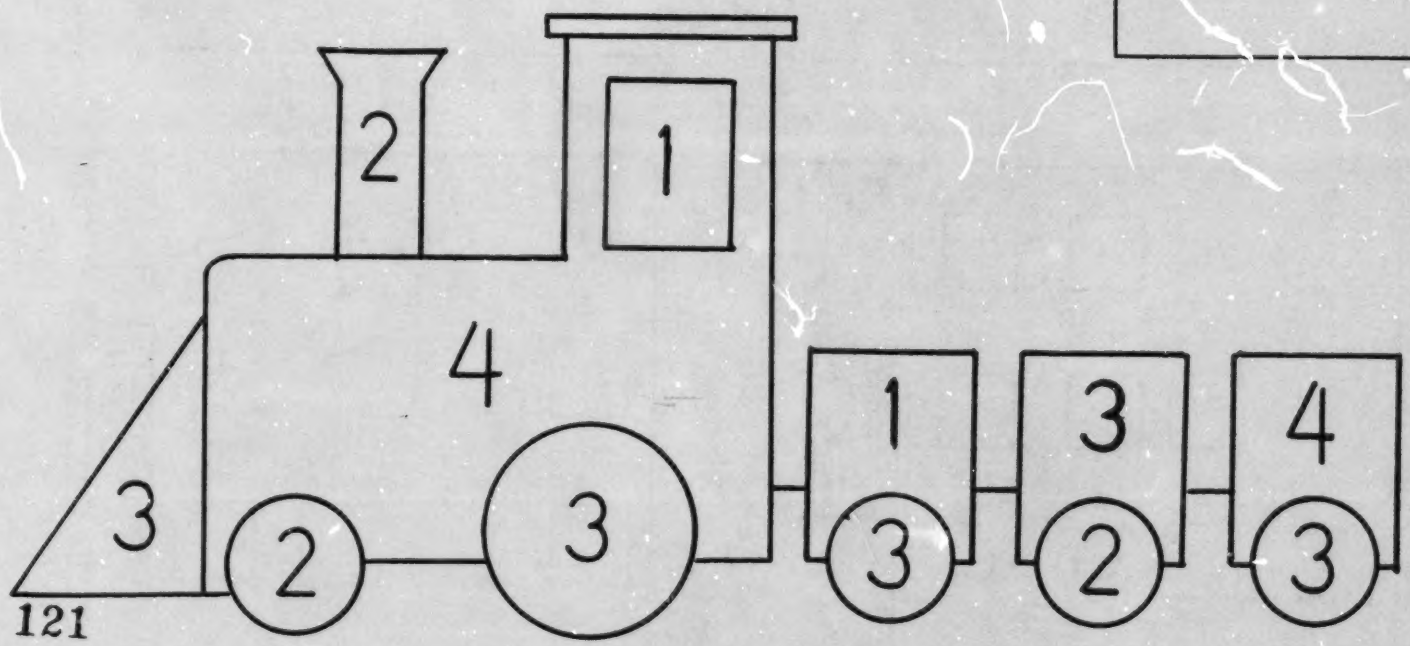
Do the examples. Match your answer to the color key.
Color the train.

4-3= ☐ 2-1= ☐ 5-2= ☐

$$\begin{array}{r} 5 \\ -1 \\ \hline \square \end{array} \qquad \begin{array}{r} 3 \\ -2 \\ \hline \square \end{array} \qquad \begin{array}{r} 4 \\ -2 \\ \hline \square \end{array}$$

KEY

1 - BLUE
2-YELLOW
3 - RED
4 - GREEN



121

122

P.O. 1.03.04.01

NAME: _____ CLASS: _____ DATE: _____

Write the number families.

2, 3, 5

2 + 3 = 5

3 + 2 = ☐

5 - 3 = ☐

5 - 2 = ☐

1 4 5

1 + 4 = ☐

4 + 1 = ☐

5 - ☐ = ☐

5 - ☐ = ☐

1, 3, 4

1 + 3 = ☐

☐ + ☐ = ☐

4 - ☐ = ☐

4 - ☐ = ☐

1, 2, 3

☐ + ☐ = 3

☐ + ☐ = 3

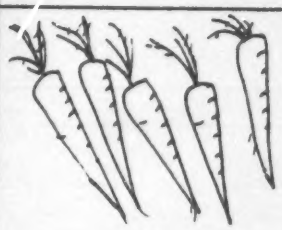
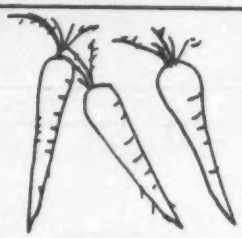
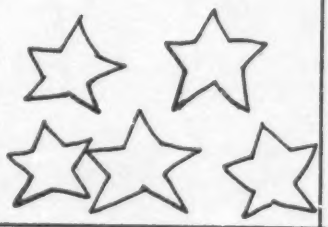
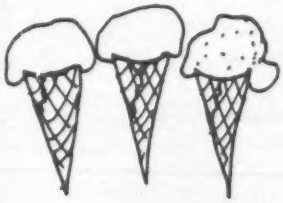
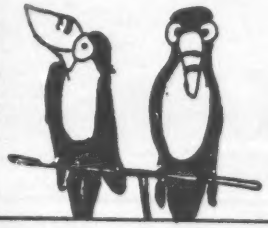
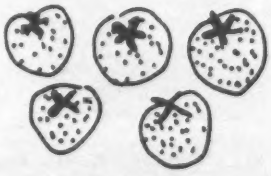
3 - ☐ = ☐

3 - ☐ = ☐

P.O. 1.03.04.02

NAME: _____ CLASS: _____ DATE: _____

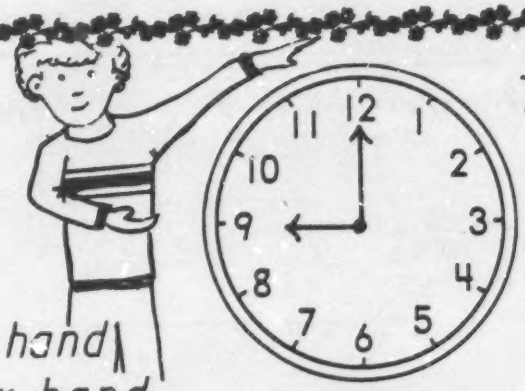
How many did you have? How many do you have now? Do you have more or less? Write the missing symbol (+ or -) in the frame.

I had	Now I have	More or Less	Number Sentence
		More	3 ☐ 1 = 4
			5 ☐ 2 = 3
			4 ☐ 1 = 5
			3 ☐ 2 = 1
			2 ☐ 1 = 1
			3 ☐ 2 = 5

P.O. 1.10.11.01

NAME: _____ CLASS: _____ DATE: _____

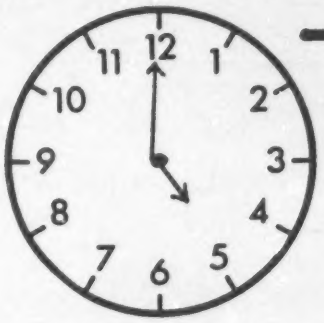
Follow the directions.



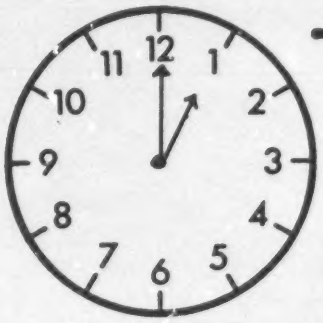
The long hand is the minute hand.

The short hand is the hour hand.

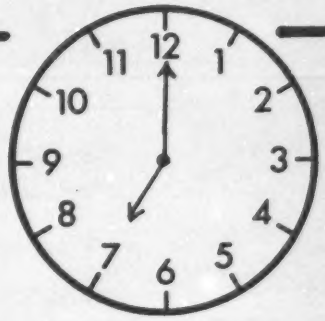
The hour hand is on the



_____



_____



_____

The minute hand is on the

_____ _____ _____

complete each clock

Put the hour hand on the 9.
Put the minute hand on the 12.

Put the hour hand on the 5.
Put the minute hand on the 12.

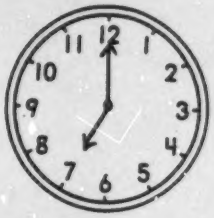
P.O. 1.10.11.02

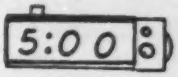
NAME: _____ CLASS: _____ DATE: _____

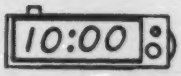
Follow the directions.

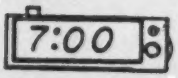
It is two o'clock.

Match the clocks that show the same time.

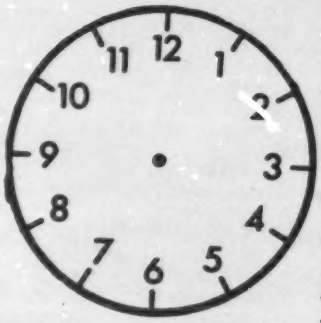




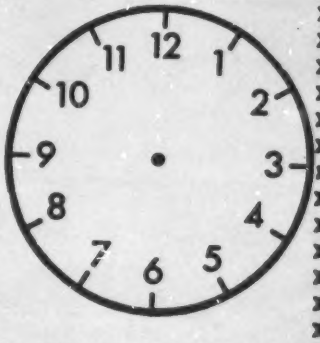




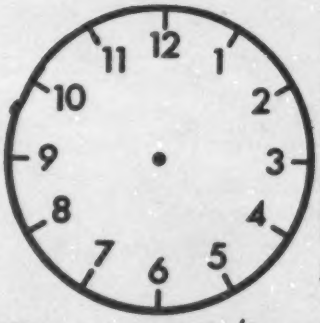
7 o'clock



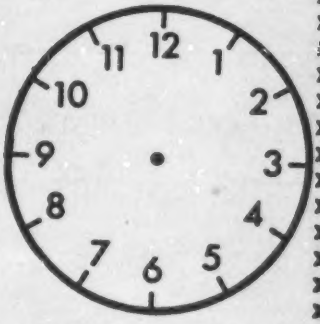
10 o'clock



5 o'clock



8 o'clock



Show the time on each clock.

P.O. 1.13.04.01

NAME: _____ CLASS: _____ DATE: _____

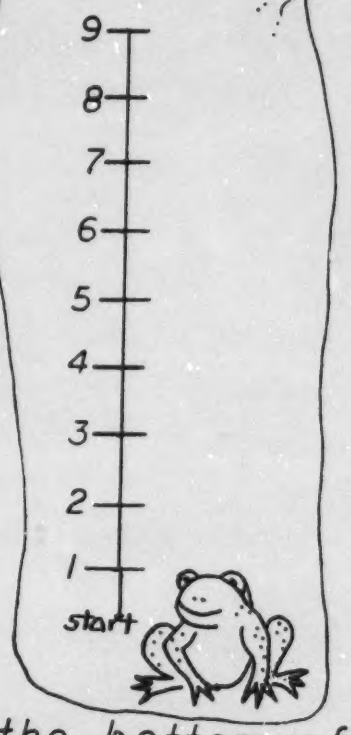
Draw pictures to solve each story problem.
Dramatize each problem.

Three flowers are in each pot. There are two pots. Draw pictures to show how many flowers there are in all.	
Four cars can fit on a ferry boat. How many cars can fit on two ferry boats?	
Each house has 2 windows. I counted 8 windows. How many houses are there?	
One tree has 4 apples on it. Another tree has 3 apples. How many apples are there altogether?	

P.O. 1.13.04.02

NAME: _____ CLASS: _____ DATE: _____

Use the number line to help Herman get out of the hole.



Herman is at the bottom of the hole. He climbs 2 steps each day. He slips down 1 step each night. How many days will it take Herman to get out of the hole? _____ days

Herman is at the bottom of the hole. Each time he climbs, he goes up 4 steps and slips down 2 steps. How many climbs must Herman make to reach the top of the hole? _____ climbs